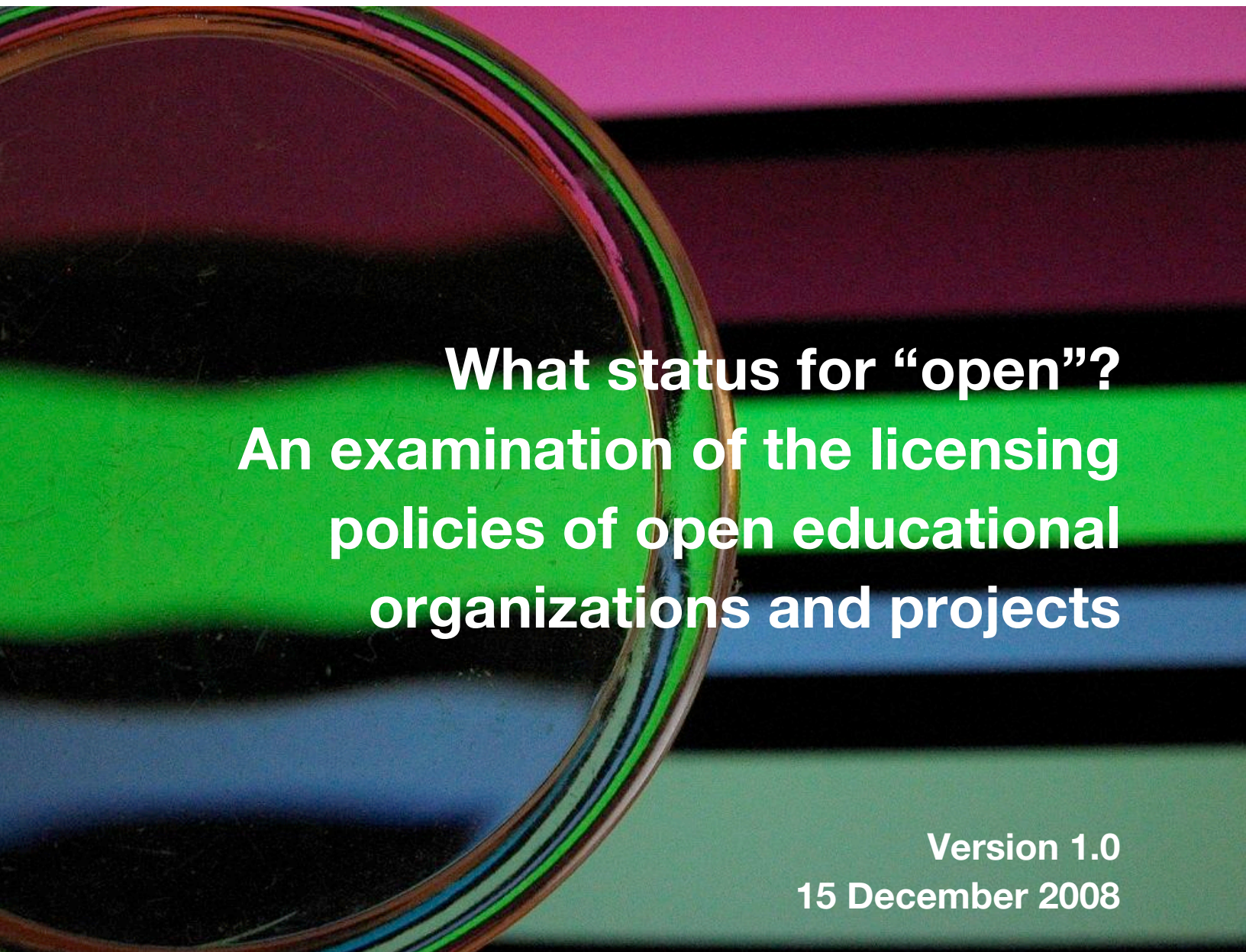


A Report from  ccLearn to  
The William and Flora Hewlett Foundation



# What status for “open”?

## An examination of the licensing policies of open educational organizations and projects

Version 1.0  
15 December 2008

THE WILLIAM AND FLORA  
HEWLETT  
FOUNDATION

This report is licensed using a [Creative Commons Attribution 3.0 Unported License](http://creativecommons.org/licenses/by/3.0/).  
Please attribute: “ccLearn 2008. <http://learn.creativecommons.org>.”



Acknowledgments for license-analysis paper:

We gratefully acknowledge the feedback and insights of James Boyle, Michael Carroll, Hal Abelson, Esther Wojicki, and members of the Creative Commons staff for feedback and guidance on this report. Special thanks also goes to Jane Park who expertly organized and categorized the data and text repeatedly as the project grew and analyses were re-evaluated. Finally, we would like to thank the William and Flora Hewlett Foundation for providing support for this research and activities to follow.

This report is available for download and distribution in several different formats. Please visit [http://learn.creativecommons.org/ccLearn\\_reports](http://learn.creativecommons.org/ccLearn_reports) for all versions and additional details.



December 2008. This report is licensed using a [Creative Commons Attribution 3.0 Unported License](http://creativecommons.org/licenses/by/3.0/).  
Please attribute: "ccLearn 2008. <http://learn.creativecommons.org>."

ccLearn  
Creative Commons  
171 Second St, Ste 300  
San Francisco, CA 94105  
[cclearn-info@creativecommons.org](mailto:cclearn-info@creativecommons.org)

## Table of Contents

<b>Executive Summary</b>	<b>1</b>
<b>Background</b>	<b>2</b>
<i>1. The Role of Copyright Law</i>	2
<i>2. Copyright and Education</i>	3
<b>Methods and Results</b>	<b>4</b>
<i>1. Identifying OER providers</i>	4
<i>2. Limitations</i>	5
<i>3. Finding the License Terms</i>	6
<i>4. Categorizing the licensing policies</i>	9
<b>Findings and Interpretation</b>	<b>11</b>
<i>1. The terms and conditions imposed by the OER provider were often difficult to find and to understand.</i>	12
<i>2. OER providers imposed a diverse set of "open" conditions on users through their copyright licenses, some of which contradicted the general understanding of openness.</i>	12
<i>3. The terms of different licenses are often incompatible with one another in a way that prevents combining materials from different providers.</i>	13
<b>Recommendations</b>	<b>14</b>
<i>1. Clarity and Identification of License Terms</i>	14
<i>2. License Standardization.</i>	15
<i>3. License Compatibility and Reuse.</i>	15
<b>Conclusion</b>	<b>16</b>
Appendix A – Examples of the Open or Free Statement of “Open” Sites	17

Appendix B – Examples of Standard License Terms	18
Appendix C – Examples of Custom Licenses	19
Appendix D – Examples of situations in which inability to combine resources with different licenses is problematic.	20
Appendix E – Creative Commons	21
Appendix F –Table of Sites Using Standard Licenses	22
Appendix G –Table of Sites That Are Not Using Any Standard Licenses	34

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

## Executive Summary

The World Wide Web is home to a wide array of educational resources, such as course materials, reference works, lesson plans, slide shows, instructional videos, historic photographs, scientific demonstrations, and the like. Some providers make a point of designating their resources as "open" or "free" resources, and some specifically designate these as "open educational resources" (OERs), a term adopted by UNESCO to designate resources that promote open education. Indeed a global movement has grown up around these resources as crucial components of open education.

But, what makes an educational resource "open"? Is it enough that resources are available on the World Wide Web free of charge, or does openness require something more? These questions have become more urgent as the open education movement has gained momentum and as potential users of OERs increasingly face uncertainty about whether permission is required when they translate, reuse, adapt, or simply republish the resources they find.

With the support of the William and Flora Hewlett Foundation, ccLearn surveyed the copyright licensing policies of several hundred educational projects or organizations on the Internet to assess whether these legal conditions limit the usefulness of self-designated open resources from the user's perspective.

The study reveals three principal findings:

- The copyright licenses or terms of use associated with some OERs are difficult to find or to understand;
- The majority of OER projects or organizations have adopted a standardized license created by an independent license provider, and of these, the large majority have adopted one or more of the six Creative Commons copyright licenses ("CC licenses") to define the terms of openness. But, a sizable minority of OER providers have chosen to craft their own license - often borrowing terms from one of the standardized licenses. Thus, as a group, OER providers have adopted a diverse, and often customized, set of license conditions that in some cases require significant work by users to understand; and
- The usefulness of OERs as a group is limited by incompatible license conditions that functionally prohibit combination or adaptation of OERs provided by different sources.

From these findings, ccLearn derives three recommendations for the OER community:

- OER license terms should be easy to find and to understand by users and their search tools;
- OERs should be governed by standard license terms to facilitate use; and
- OER licenses should be mutually compatible whenever feasible to facilitate collection, adaptation, and recombination of OERs from multiple sources.

As the majority of OER providers recognize, CC licenses were designed to



solve each of the three problems identified in the findings. With respect to the problem of license obscurity, all Creative Commons licenses are easily found through the use of icons linked to a brief description of the core license terms and machine-readable metadata that represent the license chosen. CC licenses are standardized around six combinations of terms. However, not all CC licenses are mutually compatible, a result of the fact that CC licenses were designed to serve the needs of a wide range of creators.

This report concludes with a recommendation that creators of open educational resources consider using CC licenses to provide users with readily found, standardized terms of use. It recommends further that OER creators consider adopting the most open of CC licenses to nourish the creativity of educators and learners alike by allowing the adaptation, combination, and republication of OERs from multiple sources.

## Background

Educators and self-learners need access to a wide range of educational resources – such as text, images, audiovisual materials, and manipulable objects – that can be modified, adapted, and creatively re-used. Historically, access to such materials was limited and came with costs associated with their creation and dissemination. Now, however, anyone who is connected to the Internet has instant access to a vast and expanding pool of resources which can be used for nearly any educational purpose. Moreover, the Internet and related technologies greatly facilitate the abilities of educators and students to create and adapt educational resources and to share these with an Internet-connected global audience. The distinction between creators and consumers of information is rapidly eroding, to the possible benefit of anyone interested in improving educational access and opportunity worldwide.<sup>1</sup>

### *1. The Role of Copyright Law*

The utility of educational resources depends upon their terms of use. Throughout the world, copyright law provides the background terms of use for nearly all educational resources. Copyright law generally excludes others from copying a work, distributing copies to the public or otherwise communicating the work to the public, or adapting the work unless one of the limitations or exceptions to copyright law applies or the copyright owner has granted a license. The fact that something may be available for viewing or download on the Internet generally does not change its copyright status except, perhaps, to grant Internet users an implied license to read, watch, listen, or otherwise access the content.

While there are important copyright exceptions and limitations for educational uses in some countries, these are usually quite targeted or are interpreted to have limited scope and usually do not include general permissions

---

<sup>1</sup> Borgman et al. 2008. *Fostering Learning in the Networked World: The Cyberlearning Opportunity and Challenge*. National Science Foundation. Available at: <http://www.nsf.gov/pubs/2008/nsf08204/nsf08204.pdf>

for adapting or re-publishing works. As a consequence, when creators of educational resources leave background copyright law in place as the terms of use, these terms inhibit the legal sharing and reuse of educational resources in many instances.<sup>2</sup>

To alter or to remove copyright restrictions on use, the copyright owner need only grant users a license or permission. Under the law, a non-exclusive license (a.k.a. "permission") can be granted fairly readily. A verbal statement will suffice, as will words of permission that identify which uses are permitted. However, it generally will be insufficient to simply designate a resource as "open" because the uses that are being permitted are too vague.

Copyright owners who choose to express their permissions or licenses in writing can write their own licenses, or they can adopt a standardized public license that expresses a generally understood set of terms governing use. Creative Commons licenses are the most commonly used public licenses for works other than software. Other public licenses found in this study include the GNU Free Documentation license (GFDL), the Creative Archive license, and the Open Content license.

Works created by U.S. Government employees within the scope of their employment are an exception to these rules. Under U.S. law, such works are free from all copyright restrictions and may be re-used in any manner without needing a copyright license.

## ***2. Copyright and Education***

Copyright-related barriers to open education are a serious problem. While certain individual educators may, on occasion, respond to copyright use barriers by simply ignoring the law, some evidence shows that copyright-related concerns chill the creativity of educators inside the classroom and even more so when educators contemplate sharing resources they have adapted or re-used over the Internet.<sup>3</sup>

The goal of the Open Educational Resources (OERs) movement is to respond to the needs of educators and students for open, adaptable resources and emphasizes the transformative possibilities of digitally created and distributed resources<sup>4</sup>. The primary focus of OER providers has been to publish their

---

<sup>2</sup> Charlesworth, A. et al. 2007. *Sharing eLearning Content – a synthesis and commentary*. Final report to JISC-SELC. Available at <http://ie-repository.jisc.ac.uk/46/1/selc-final-report-3.2.pdf>

<sup>3</sup> Hobbs, R. et al. 2007. *The Cost of Copyright Confusion for Media Literacy*. American University, School of Information, Center for Social Media. Available at [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/3a/f1/73.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3a/f1/73.pdf)

<sup>4</sup> Many references, notably:

- Smith, M.S. and C. Casserly. 2006. *The Promise of Open Educational Resources*. Change (Fall). Available at <http://learn.creativecommons.org/wp-content/uploads/2008/03/changearticle.pdf>
- Atkins, D.E., J.S. Brown and A.L. Hammond. 2007. *A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges, and New Opportunities*. Available at [http://learn.creativecommons.org/wp-content/uploads/2008/03/areviewoftheopeneducationalresourcesoermovement\\_bloglink.pdf](http://learn.creativecommons.org/wp-content/uploads/2008/03/areviewoftheopeneducationalresourcesoermovement_bloglink.pdf)
- Bissell, A. and J. Boyle. 2007. *Towards a Global Learning Commons: ccLearn*. Educational Technology 4(6). Available at <http://learn.creativecommons.org/wp->



resources on the World Wide Web or to otherwise provide Internet access to educational resources without charge. To date, less attention has been paid to the copyright complications that can arise with respect to the distribution and re-use of OERs.

Some participants in the OER movement believe that this patchwork approach to copyright licensing could be undermining the effectiveness of OERs to be shared and adapted by educators and students. The motivation for this study is to assess the licensing or permissions practices of self-described providers of OERs with an eye towards these concerns.

## Methods and Results

### *1. Identifying OER providers*

OER providers are distributed across the Internet, and there is no authoritative index or data set of all providers. Working within this constraint, ccLearn searched for providers of digital resources that were self-described as "open" or "free" and "educational." Specifically, the method for compiling the data set comprised the steps of:

- 1) Collecting data from existing OER archives, such as OER Commons;<sup>5</sup>
- 2) Querying members of the open education community to assist in identifying additional suitable resources;
- 3) Searching and evaluating sites such as the Development Gateway<sup>6</sup>, Wired Campus<sup>7</sup>, and many personal education blogs. Keywords used included "open"<sup>8</sup>, "free", and "libre"<sup>9</sup>.

This method yielded a set of more than 1,000 sites which at least some members of the OER community considered to be "open." The complete list is available through an online wiki database<sup>10</sup>.

This study, however, is limited to the copyright policies of those projects and organizations who describe their own resources as "open" or "free" or some similar designation to signal that the resources are intended for a broad array of uses. Upon examination of those sites provided by the broader community, ccLearn found that only 182 actually self-describe their resources as open or free.

The standard for self-description as "open" or "free" used was capacious

---

[content/uploads/2008/03/bissellboyleedtecarticle.pdf](#)

- OECD 2007. *Giving Knowledge for Free: The Emergence of Open Educational Resources*. OECD. Available at <http://learn.creativecommons.org/wp-content/uploads/2008/04/38654317.pdf>
- Yuan, L., Sheila MacNeill and Wilbert Kraan. 2008. *Open Educational Resources – Opportunities and Challenges for Higher Education*. JISC. Available at: [http://wiki.cetis.ac.uk/images/0/0b/OER\\_Briefing\\_Paper.pdf](http://wiki.cetis.ac.uk/images/0/0b/OER_Briefing_Paper.pdf)

<sup>5</sup> <http://www.oercommons.org/>

<sup>6</sup> <http://www.developmentgateway.org/>

<sup>7</sup> <http://chronicle.com/wiredcampus/>

<sup>8</sup> [http://en.wikipedia.org/wiki/Open\\_educational\\_resources](http://en.wikipedia.org/wiki/Open_educational_resources)

<sup>9</sup> [http://en.wikipedia.org/wiki/Libre\\_knowledge](http://en.wikipedia.org/wiki/Libre_knowledge)

<sup>10</sup> <http://learn.creativecommons.org/community/ODEPO>

(see examples in Box 1). A site was included in the dataset even if it was only marked by a statement such as, “You may read all of our educational materials for free.” In a few cases, sites placed the Creative Commons logo or license button on their home pages, but then did not include any other indication that the materials were “open”. These were included in the dataset on the theory that use of the CC logo was intended to signal openness to users.

**Box 1** - Examples of open or free statements for “open” sites (see Appendix A for more)

On the home page.	<p>“The OpenLearn website gives free access to course materials from The Open University. The LearningSpace is open to learners anywhere in the world.”</p> <p><b>Open University</b> – OpenLearn – LearningSpace (<a href="http://openlearn.open.ac.uk/">http://openlearn.open.ac.uk/</a>)</p>
On the about page.	<p>“LearnHub is free to use. However, teachers may charge a fee for certain courses and for tutoring.”</p> <p><b>LearnHub</b> (<a href="http://learnhub.com/about">http://learnhub.com/about</a>)</p>

The relatively small number of OER providers we identified does not mean that there are relatively small numbers of open educational resources online. For purposes of this licensing study, Wikipedia, for example, is treated as a single resource because it comes from a single source on the Web. The same is true of providers of Open CourseWare, many of which have materials associated with hundreds or even thousands of courses.

Finally, some agencies of the United States government also provide educational resources pertinent to their respective domains of expertise. Many of these sites do not self-describe as “open” but, in the United States, site content created by federal employees are open as a matter of law. Under U.S. copyright law, works created by federal employees within the scope of employment are automatically in the public domain – free from any copyright restrictions – and may therefore be used by anyone for any purpose. These open government-created resources include NASA photographs, USGS lesson plans, collections of federally funded resources from the Department of Education, and so on. We identified U.S. government sites by simply segregating all of those sites that ended in “.gov” in the first part of their URL. This does not guarantee that the resources within were created by federal employees, but we are not aware of any more accurate methods of identification. We identified a total of 158 sites in this manner<sup>11</sup>. Note that these sites were separated from the rest of our dataset first, regardless of whether we could find an open or free statement.

## 2. Limitations

No claim is made that this dataset is complete. Due to the nature of existing compilations of OER providers and to language barriers that restricted the search to primarily English-language resources, the data set is skewed toward providers in North America. It should also be noted that we did not actively seek

<sup>11</sup> See: “US\_government”-tagged resources at: <http://learn.creativecommons.org/community/ODEPO>

to include the abundance of educational web logs (blogs), even though many of them have become reliable sources of information and excellent archives of educationally relevant content. The few that were included were brought to our attention via the methods described above.

Moreover, identifying providers who express an intention that their resources be "open" was complicated because some providers express this intention indirectly. Searches and evaluations focused on the home page or "About" page of web sites of interest.

Finally, we did not attempt to categorize the various open-source licenses for educational software. Regardless, some of the sites in our database include software resources. It is our opinion that the standardization and interoperability issues for software differ from those regarding content, though we hope to explore this issue in greater detail in the future.

### ***3. Finding the License Terms***

Finding the license terms applicable to self-described open resources proved challenging in many cases. ccLearn did not develop a methodology that would yield quantitative data on license obscurity. However, from a qualitative assessment, the following findings were supported by the data.

#### **a. The ease or difficulty of finding license terms varied regardless of whether standard licenses or custom licenses were used, but standard licenses were generally easier to find.**

A majority of sites studied made the applicable terms of use relatively easy to find by providing a link to "Terms of Use" or the like from the home page. However, on a substantial number of sites, the resources were not clearly marked with the permissions granted for use, requiring users to seek and find the terms of use after two or more links from the home page. Box 2 illustrates how many page clicks it took to find the terms of use on certain sites. Box 2 also indicates whether each site included a textual statement regarding the terms of use, used links to provide further information, or used icons that graphically represented the permissions that had been granted. Only those sites using Creative Commons licenses provided machine-readable metadata to improve ease of discovery.

The sites with the easiest-to-find licenses were those which used Creative Commons licenses, marked by a license icon on the first page,<sup>12</sup> along with a description of the CC license chosen in the Terms of Use (TOU), usually linked to from the first page. Not all users identify a CC icon as a signal of license terms, so those sites that also explained the choice of license in easy-to-find Terms of Use were probably the clearest from the user perspective. Boxes 3 and 4 both give examples of sites that used standard licenses, but Box 3 lists sites that have

---

<sup>12</sup>

Some providers redirected the link from the icon to an intermediate page from which one could then navigate to the license terms. For example, New America Foundation has the CC icon at the bottom of their home page (<http://www.newamerica.net>). The icon links to <http://www.newamerica.net/about/copyright> which briefly explains and links to the CC BY-NC-SA license.

provided the licenses in a user-friendly manner, whereas Box 4 lists sites where the licensing terms are difficult to find.

**Box 2** – Number of page-clicks required to identify terms of use on some OER sites

Site	License	Page-clicks	Location	Text?	Link?	Icon?
Video Lectures.net	CC BY-NC-ND	0	Home page	Yes	Yes	Yes
Deloitte Touche Tohmatsu – International Financial Reporting Standards e-learning	Custom	1	<a href="http://www.deloitte.com/dtt/notices/0,1026,src%253DLEGAL%2526lid%253D1,00.html">http://www.deloitte.com/dtt/notices/0,1026,src%253DLEGAL%2526lid%253D1,00.html</a>	Yes	No	No
Electronic Journal of Information Systems in Developing Countries	Custom	2	<a href="http://www.ejisdc.org/ojs2/index.php/ejisdc/about/submissions#copyrightNotice">http://www.ejisdc.org/ojs2/index.php/ejisdc/about/submissions#copyrightNotice</a>	Yes	No	No
Paris Institute of Technology- Graduate School – Open CourseWare	Custom	n/a	None; could not locate	No	No	No

**Box 3** - Examples of OER providers who set the model for best practices for making standard license terms easily found (*TOU* provided with a *link* and *icon* from the first page, and all of the *resources are labeled* individually with the appropriate licenses)

Site	License	Location	TOU?	Link?	Icon?	Resources Labeled?
Connexions	CC BY	<a href="http://cnx.org/aboutus/">http://cnx.org/aboutus/</a>	Yes	Yes	Yes	Yes
Utah State University - Utah State Open CourseWare	CC BY-NC-SA	<a href="http://ocw.usu.edu/about/terms-of-use">http://ocw.usu.edu/about/terms-of-use</a>	Yes	Yes	Yes	Yes
U. of Michigan – Open.Michigan	CC BY	<a href="https://open.umich.edu/about/">https://open.umich.edu/about/</a>	Yes	Yes	Yes	Yes
Novell OpenCourseWare	CC BY NC-SA	<a href="http://ocw.novell.com/about/terms_of_use">http://ocw.novell.com/about/terms_of_use</a>	Yes	Yes	Yes	Yes
U. of Notre Dame Open CourseWare	CC BY-NC-SA	<a href="http://ocw.nd.edu/about/terms-of-use">http://ocw.nd.edu/about/terms-of-use</a>	Yes	Yes	Yes	Yes

**Box 4** - Examples of OER providers who used standard licenses but made these difficult to find (see Box 3 for explanation of column headings)

Site	License	Location	TOU?	Link?	Icon?	Resources Labeled?
Scivee	CC BY	<a href="http://www.scivee.tv/terms_of_use">http://www.scivee.tv/terms_of_use</a>	Yes	No	No	No
Gulf of Maine Research Institute - Vital Signs	CC BY-NC-ND	<a href="http://www.gmri.org/legal_notice.asp">http://www.gmri.org/legal_notice.asp</a>	Yes	No	No	No
New Zealand Open Educational Resources Project	CC BY-SA	<a href="http://oer.repository.ac.nz/mod/resource/view.php?inpopup=true&amp;id=1863">http://oer.repository.ac.nz/mod/resource/view.php?inpopup=true&amp;id=1863</a>	Yes	No	No	?
Free-reading.net	CC BY-SA	<a href="http://www.freereading.net/index.php?title=FreeReading:General%20disclaimer">http://www.freereading.net/index.php?title=FreeReading:General disclaimer</a>	Yes; Disclaimer	No	No	No

Providers who adopted customized licenses generally also had the terms that were most difficult to find, although some custom license adopters include a section entitled "Copyright" in their terms of use that was relatively easy to locate. Box 5 lists some sites with easily identified terms of use (and the number of page-clicks needed to find them). Box 6 lists some of the sites where the custom licenses are quite obscure to the user.

**Box 5** – Examples of OER providers who made their customized terms readily found

Site	Page-clicks	Location
Jorum	1	<a href="http://www.jorum.ac.uk/copyright.html">http://www.jorum.ac.uk/copyright.html</a>
Monterey Institute for Technology and Education (MITE)	1	<a href="http://www.montereyinstitute.org/terms.html">http://www.montereyinstitute.org/terms.html</a>
Nagoya University Open Course Ware	1	<a href="http://ocw.nagoya-u.jp/index.php?lang=en&amp;mode=g&amp;page_type=legal">http://ocw.nagoya-u.jp/index.php?lang=en&amp;mode=g&amp;page_type=legal</a>

**Box 6** – Examples of OER providers with custom licenses that were difficult to find

Site	Page-clicks	Location	Issues
Chronos	3	<a href="http://www.chronos.org/faq.html#faq-N10065">http://www.chronos.org/faq.html#faq-N10065</a>	You must dig through FAQ in order to find terms of use, which are hidden in “how to cite the material”.
VPYTHON	2	<a href="http://www.vpython.org/webdoc/visual/license.txt">http://www.vpython.org/webdoc/visual/license.txt</a>	Pertains only to visual module and not whole site. Cannot find TOU for whole site.
Math/Science Nucleus	1	<a href="http://www.ms-nucleus.org/curriculum/curriculum.html">http://www.ms-nucleus.org/curriculum/curriculum.html</a>	Clicking to K12 curriculum gives some terms pertaining only to K12 curriculum resources. Cannot find terms of use for whole site.

- b. A larger challenge from the user perspective is that multiple licenses governed the terms of use for hosted resources on many open education sites because the hosted materials were contributed by other sources under various license terms that are passed through to the user.**

In cases where a site aggregates resources from multiple sources, the site usually adopts one license that governs use of its own resources and then directs the user to consult the license terms of those who provided other resources. Such aggregator sites also varied in the clarity with which license terms were displayed, as shown in Boxes 7 and 8.

**Box 7** – OER aggregators with clearly marked licensing terms

Site	Location	Licenses	Resources Labeled?	CC Icon and Link?
IssueLab	<a href="http://www.issuelab.org/home">http://www.issuelab.org/home</a>	Various CC and others	Yes	Yes
Internet Archive	<a href="http://www.archive.org/index.php">http://www.archive.org/index.php</a>	Various CC and others	Yes	Yes

**Box 8 – OER aggregators with obscure licensing terms**

Site	Location	Licenses	Issues
MERLOT – Multimedia Educational Resources for Learning and Online Teaching	<a href="http://taste.merlot.org/accepttableuserpolicy.html">http://taste.merlot.org/accepttableuserpolicy.html</a>	CC BY-NC-SA, CC BY-NC-ND, Custom	Different custom licenses for each resource. The terms are confusing, and conflicting statements are made regarding the CC licenses.
Paris Institute of Technology – Graduate School – Open Courseware	<a href="http://graduateschool.paristech.org/?langue=EN">http://graduateschool.paristech.org/?langue=EN</a> (See pop-up “License Agreement” text under Open CourseWare)	Various	Purports license agreement for individual resources but resources remain unmarked.
Scholarpedia	<a href="http://www.scholarpedia.org/wiki/index.php?title=Special:Copyright&amp;id=1">http://www.scholarpedia.org/wiki/index.php?title=Special:Copyright&amp;id=1</a> <a href="http://www.scholarpedia.org/article/Scholarpedia:General_disclaimer">http://www.scholarpedia.org/article/Scholarpedia:General_disclaimer</a>	CC, FSF, Copyright	Terms state that all resources fall under one of these three licenses, but individual resources remain unmarked.

**c. U.S. government sites often were not well marked.**

Users cannot assume that all resources found on a U.S. government site are free from copyright because some of these resources may have been created by government contractors or other non-federal employees. Of the 158 U.S. government sites surveyed, we found that half (79) clearly indicated that the resources were in the public domain, while the other half indicated custom terms of use. Given that the focus of this report is on self-described open educational resource sites, it is difficult to integrate any further conclusions or specific recommendations regarding U.S. government sites due to the different presumed copyright status of the resources within. Therefore, we leave additional consideration of the terms of use for U.S. government sites for a future report.

**4. Categorizing the licensing policies**

With respect to the actual terms that govern use of self-described "open" resources, this study focuses on three aspects of the OER community's licensing choices:

- (1) Did the OER provider choose a standardized license or a custom license;
- (2) Which standardized licenses were chosen or were there common terms among the custom licenses; and
- (3) Does the license permit the user to combine the resources with OERs provided by another OER provider under a different license?

**a. Standard versus Custom Licensing**

For purposes of this study, a standard license is one open for re-use by any copyright owner and that provides sufficiently detailed terms to alert the user to the scope of permitted uses and the conditions attached to such uses. Most



standard licenses, such as Creative Commons licenses and the Free Software Foundation's GNU Free Documentation License, were drafted for such re-use. These licenses are “standardized” because the same exact license can be used for more than one OER site, thereby granting identical terms of use in every case and reducing the burden for potential users who only need to learn about those terms once. The only other standardized licenses we found were the Creative Archive license and the Open Content license.

A custom license is one that is specific to a provider. In most cases, custom licenses were granted as part of a broader set of "Terms of Use" or "Terms of Service" on each site. These terms of use often bear similarity to those on other sites, but these are customized licenses because the terminology is not standardized and the user must find and interpret the terms of use for each site to understand what uses or adaptations she may make with the work. Note that some seemingly standard licenses, such as the BC Commons license or the Jorum Deposit license, do not qualify because they are only allowed for use by a specified subset of the public, so these licenses are coded “custom” for our analyses.

The majority of OER projects and organizations (59%) have adopted one of the standard copyright licenses obtained from an independent and public source. However, some of these OER sites also included some conflicting statements regarding the terms of use which serve to effectively take back some of the use rights granted by the standardized license (see examples for CC-licensed sites in Box 9). A substantial minority (20%) have written or adopted their own custom license terms. The remaining sites (21%) placed their resources in the public domain, aggregated only third-party resources (subject to many different licenses), or did not provide any terms of use at all – or at least none that we could detect.

## **b. Summary of License Terms**

### **i. Standard Licenses**

Appendix F collects and categorizes the standardized licenses adopted by the studied sites as follows: (1) Creative Commons licenses ("CC"); (2) the Free Software Foundation GNU Free Document License ("FSF"); (3) the Creative Archive license; and (4) the Open Publication license.

If a site clearly indicated that the materials were in the public domain, then the license provider was marked as “PD”. Where no license could be found, the terms of use are the standard terms supplied by copyright law (coded “ARR” for “all-rights-reserved”). Also, some sites deployed more than one license either because the hosted resources are aggregated or incorporated from a variety of licensors or because the provider has decided that categories of resources should be treated differently. Those sites were coded by the licenses chosen where feasible or otherwise as “Various.” As a result, the total number of data points about license providers exceeded the total number of sites analyzed.

**Box 9** – Examples of providers who have adopted a CC license but with additional custom terms

Site	CC License	Location of Additional Custom Terms
Open Yale Courses	CC BY-NC-SA	<a href="http://oyc.yale.edu/terms-of-use">http://oyc.yale.edu/terms-of-use</a>
MERLOT – Multimedia Educational Resources for Learning and Online Teaching	CC BY-NC-SA, CC BY-NC-ND	<a href="http://taste.merlot.org/acceptableuserpolicy.html">http://taste.merlot.org/acceptableuserpolicy.html</a>
MERLOT African Network (MAN)	CC BY-NC-SA, CC BY-NC-ND	<a href="http://taste.merlot.org/acceptableuserpolicy.html">http://taste.merlot.org/acceptableuserpolicy.html</a>
Carnegie Foundation – Gallery of Teaching and Learning	CC BY-NC	<a href="http://commons.carnegiefoundation.org/tos/">http://commons.carnegiefoundation.org/tos/</a> <a href="http://commons.carnegiefoundation.org/tos/license.php">http://commons.carnegiefoundation.org/tos/license.php</a>

In some cases, providers made statements that conflicted with the terms of the standardized license. Focusing only on the 94 sites that used Creative Commons licenses, ~7% (7 total) had site-specific restrictions on use that de-standardized the default licensing terms (see examples in Box 9). Seven out of sixteen of those site-specific restrictions obscured interpretation about what was actually permitted. Seven of the sites further delimited the non-commercial restriction to “educational use only”. Two examples of the text of these amendments, along with an example of an amended government (public domain) site, are provided in Appendix C.

## ii. Custom Licenses

Appendix G lists the 45 providers who wrote or adopted a customized license to govern uses of their resources. No attempt was made to interpret the precise scope of uses permitted by these licenses. However, we noted patterns in the choice of custom terms, including those designating resources as usable: “by educators,” “non-commercially,” or “for educational uses”; usable but no derivatives are allowed; usable but with limited copies allowed; usable but only in restricted locations (e.g., only residents of a specific province); or usable as long as derivative works are shared-alike. We suspect that many of these custom licenses could be easily replaced by one of the standard Creative Commons licenses or another standard licensing choice. In the discussion below, we explain the benefits of doing so.

## Findings and Interpretation

The principal finding of this study is that the terms “open” or “free” educational resources do not communicate much to educators, students, and other potential users with respect to actual uses that may be made. As a legal matter, use of these “open” resources is governed by a great diversity of license terms. Specifically, from the user's perspective, the licensing practices of self-designated open educational resource providers yielded the following results: (1) the terms and conditions imposed by OER providers were often difficult to understand or even to find; (2) OER providers imposed a diverse set of “open” conditions on users through their copyright licenses, some of which contradicted the general understanding of openness; (3) the terms of different licenses were often incompatible with one another in a way that prevents legally combining materials

from different providers.

**1. *The terms and conditions imposed by the OER provider were often difficult to find and to understand.***

The difficulties posed by some providers in making their license terms findable have been discussed in the Methods and Results section above. With respect to clarity of terms, standard licenses have the advantage of communicating terms of use across providers, which means that if the user must interpret the license, this interpretation need be done only once to understand permissible uses granted by any provider that adopts the license. Custom licenses require users to investigate and interpret terms of use for each provider.

Even standard terms may require a degree of interpretation because users are not familiar with copyright law or because there may be some ambiguity in the scope of uses permitted. Creative Commons licenses are the standard licenses which are used most frequently. CC licenses are accompanied by a "deed," aimed at expressing the essential permissions granted by a license in language as clear as possible. Nonetheless, for some licensors and users, the CC licenses that limit permission to "non-commercial" uses are ambiguous. This problem is exacerbated by custom licenses that adopt a "non-commercial" restriction, since there is no way to be sure that any two custom licensors intend that term to convey the same meaning.

**2. *OER providers imposed a diverse set of "open" conditions on users through their copyright licenses, some of which contradicted the general understanding of openness.***

At least some users attracted to sites that provide resources designated as "open" seek to do more than simply read or view the resources. These users should be quite concerned about the relevant terms of use. Any difficulties the user encounters when trying to understand a single license are exacerbated when the user seeks to combine or adapt resources from more than one provider. Thus the absence of license standardization among providers of self-described "open" resources requires that potential users expend significant effort in identifying and interpreting a variety of licenses to determine whether desired combinations and adaptations are permissible.

The diversity of terms that determine which forms of adaptation are permissible is particularly daunting from the user's perspective. Most advocates of open education believe that the right to make derivative works is a minimum standard for OER<sup>13</sup>. Several sites granted the right to make derivatives, but only under specific conditions or in specific ways (See Box 10).

---

<sup>13</sup> Various authors. 2007. The Cape Town Open Education Declaration. Available at <http://www.capetowndeclaration.org/>

**Box 10** - Derivatives allowed under specific conditions

Site	Terms of Use
<b>Nagoya University Open Course Ware</b>	<p>“The materials on the site may be duplicated, distributed, translated, edited, or otherwise used as you wish, as long as it is for non-profit, educational purposes.”</p> <p><a href="http://ocw.nagoya-u.jp/index.php?lang=en&amp;mode=g&amp;page_type=legal">http://ocw.nagoya-u.jp/index.php?lang=en&amp;mode=g&amp;page_type=legal</a></p>
<b>BCcampus Shareable Online Learning Resources (SOL*R)</b>	<p>“All resources loaded into SOL*R are licensed to be freely available to educators at any public post-secondary institution in B.C. , eliminating the time it can take to seek permission to use existing digital materials. OPDF developers license their resources using the Creative Commons Share Alike Attribution license or a BC Commons license. The Creative Commons license allows others to use, copy, distribute, and make derivative works globally. <b>The BC Commons license is similar but provides for reuse in the context of a local consortia where sharing and modification take place only within BC’s public post-secondary system.</b> Both licenses require attribution for [reuse] and can involve modifying the original resource. If a new user modifies or improves an original resource, he or she must contribute the new and improved version back to SOL*R for the benefit of all.”</p> <p><a href="http://www.bccampus.ca/EducatorServices/CourseDevelopment/SOL_R.htm">http://www.bccampus.ca/EducatorServices/CourseDevelopment/SOL_R.htm</a></p>

**3. *The terms of different licenses are often incompatible with one another in a way that prevents combining materials from different providers.***

From the user's perspective, the promise of "open" educational resources is in many cases frustrated if the user expects an "open" resource to be one that can be combined with, or adapted for use with, other resources. Such adaptive practices already occur all the time in classrooms, such as when a teacher photocopies clippings from a newspaper and includes them in the same handout as some original text. Similarly, when a student matches music to a collection of pictures to create a digital photo-montage of an event, the different media must be legally mixable in order for the resulting work to be published publicly. The license terms adopted by many providers of self-described "open" resources restrict or prohibit useful combinations or adaptations with other OER.

Since a number of providers have adopted Creative Commons licenses, it is important to show that not all CC licenses enable productive educational re-use of licensed materials. The six CC licenses were drafted to respond to the needs of a wide variety of creative communities who wish to share materials subject to some limitations. Not all of these licenses are suitable for use with "open" educational resources, if "open" is to refer to the user's freedom to recombine or adapt the resources for distribution or republication.

Only resources in the public domain (such as resources created by the United States government) and resources licensed under the Creative Commons Attribution license (CC BY) are universally recombinable with other OER. It is important to note that any license that includes the "Share Alike" restriction is likely to raise compatibility problems. The "Share Alike" condition requires that

adaptations based on resources under a "Share Alike" license also be licensed under essentially the *same* license. This often cannot be done if a teacher wanted to combine music under a license that requires attribution, non-commercial use, and share-alike licensing with images under a license that requires only attribution and share-alike licensing.

This is a significant issue for the OER community because the largest single pool of resources we identified that could be combined with other OER was licensed under the Creative Commons Attribution Non-Commercial Share-Alike (BY-NC-SA) license. However, none of the CC BY-NC-SA materials could be combined with differently licensed OER due to the restrictions inherent in the license, unless (in some cases) the new, combined materials were also amenable to being licensed CC BY-NC-SA. Similar conditions and constraints were found for resources licensed using any of the other CC licenses as well (other than CC BY).

## Recommendations

From the results of this study and its conclusions, ccLearn draws the following recommendations for those who provide open educational resources and for those who fund the creation and provision of OERs.

### ***1. Clarity and Identification of License Terms.***

Providers of open educational resources should make the applicable license or terms of use easy to find and easy to understand. Ideally, licensing terms should also be machine-readable, linked to the resources themselves, and understandable by non-lawyers. Creative Commons licenses are the only machine-readable licenses used by OER providers and are easy to find and to understand.

“Machine-readability” is an important facet of clarity and identification for the licenses. It should be easy for a user to search for resources that are openly licensed in a way that any open educational resource can be identified from any location on the web using standard search tools and social networking sites. All CC licenses are described in a mark-up language, called ccREL (Creative Commons Rights Expression Language), which makes the licenses machine-readable<sup>14</sup>. ccREL, like all Creative Commons products, is itself openly licensed, and can be used by any software program to the benefit of teachers and learners who need to find and use OER. If there is a good reason for not adopting CC licenses, then OER providers should at least make their licensing terms machine-readable by describing their terms in the ccREL.

Even resources that are in the public domain, such as most of those on the “Government” sites, would benefit from application of ccREL so that the status of the resources would become machine-readable. Creative Commons also supports

---

<sup>14</sup> <http://wiki.creativecommons.org/CcREL>

a public-domain dedication<sup>15</sup>, which is currently being updated to make it easier to use globally. In addition, Creative Commons is planning to begin work on a public-domain assertion tool, for marking works that are already in the public domain (like those on “Government” sites).

Another important aspect of license terms for OER is for them to be easily and quickly understood by users. All CC licenses have simplified deeds that are designed to quickly convey the essential permissions that have been granted. In addition, CC licenses have specific icons that provide visual cues to the terms and conditions associated with each license, making it easy for site visitors to quickly verify what they can or cannot do with the OER<sup>16</sup>.

Finally, the license terms should be associated directly with each and every OER on a site, which not only allows people to search for the OER using many web-based tools but also gives the opportunity to specify other machine-readable attributes of the OER, again using ccREL. License terms that are only provided on a Terms of Use page somewhere on a site are not as easy to find, though we still recommend that every site have a comprehensive Terms of Use page even if Creative Commons licenses are used.

## 2. *License Standardization.*

Educators and students need a common framework for understanding their use rights with respect to OERs for these resources to work as a global learning commons.<sup>17</sup> Creative Commons licenses have become the global standard for open resources of all kinds other than software.<sup>18</sup> Unless there is a good argument to the contrary, OER providers and those who fund creation of OERs, such as the Hewlett Foundation, should adopt CC licenses by default. Custom licenses are not user-friendly and should be avoided if possible. Custom licensing requires users to engage in additional interpretation, and custom licenses tend to be more restrictive than necessary to accomplish the licensor's goals.

## 3. *License Compatibility and Reuse.*

The terms of copyright licenses associated with OERs should reflect the very purpose of OERs – to supply educators and students with resources that they can use legally in the creative and adaptive manner that is foundational to effective education. Adaptive reuse of educational resources is commonplace. Most teachers, for example, develop handouts and other auxiliary materials for their classes, and usually those handouts consist of materials of different origin, including insights from the teacher herself. Students also engage in adaptive uses

---

<sup>15</sup> <http://creativecommons.org/licenses/publicdomain/>

<sup>16</sup> <http://creativecommons.org/about/license/>

<sup>17</sup> Bissell, A. and J. Boyle. 2007. *Towards a Global Learning Commons: ccLearn*. Educational Technology 4(6). Available at <http://learn.creativecommons.org/wp-content/uploads/2008/03/bissellboyleedtecarticle.pdf>

<sup>18</sup> Fitzgerald, B. 2007. *Open Content Licensing (OCL) for Open Educational Resources*. Report to OECD-CERI. Available at <http://www.oecd.org/dataoecd/33/10/38645489.pdf>



("remix"), such as when producing posters or written reports that include pictures, graphs, or text from other sources mixed in with their own words. As technology becomes more widely used and crucial to education, such adaptive work is certainly going to become more common.

Therefore, the standard terms of copyright licenses associated with OERs should permit adaptation and translation in ways that allow OERs to be combined, shared, adapted, and recombined without restriction. The license that achieves this purpose most effectively is the Creative Commons Attribution Only (CC BY) license. More restrictive licenses should only be used when there is a clear and compelling reason to do so, and justified accordingly.

## Conclusion

This study analyzed the current diversity and form of the licensing policies of self-described open educational resource sites, presuming that such sites are specifically designed to permit uses of their content beyond "read only" access to resources placed on the Web.

The result is that the open education community could make OER far more learner-friendly and teacher-friendly if each provider chose to make applicable copyright license terms easier to find and to understand, to limit the variety of copyright licensing terms that govern use of "open" resources, and to choose licensing terms that give users the rights to localize, to adapt, and to combine resources from multiple sources.

This report is licensed using a Creative Commons Attribution 3.0 Unported license. Please attribute to: "ccLearn 2008. <http://learn.creativecommons.org>"

## Appendix A – Examples of the Open or Free Statement of “Open” Sites

On the home page.	<p>“Open College Textbooks. Created by Experts. Enhanced by Users. Free to All!”</p> <p><b>Flat World Knowledge</b> (<a href="http://www.flatworldknowledge.com/minisite/">http://www.flatworldknowledge.com/minisite/</a>)</p>
On the about page.	<p>“MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.”</p> <p><b>MIT OpenCourseWare</b> (<a href="http://ocw.mit.edu/OcwWeb/web/about/about/index.htm">http://ocw.mit.edu/OcwWeb/web/about/about/index.htm</a>)</p>
Coded open but less clear.	<p>“In November 2005, BCcampus deployed the Shareable Online Learning Resources repository (SOL*R). SOL*R is a service provided by BCcampus to educators in BC that aims to facilitate the sharing, discovery, reuse, and remixing of post-secondary online learning content.”</p> <p><b>BCcampus</b> - Shareable Online Learning Resources (SOL*R) (<a href="http://www.bccampus.ca/EducatorServices/CourseDevelopment/SOL_R.htm">http://www.bccampus.ca/EducatorServices/CourseDevelopment/SOL_R.htm</a>)</p>
On the terms of use page.	<p>“APRTC believes in providing free resources and information for anyone to use. Information and other content contained on our WebPages is freely distributable and reusable in accordance with our Open Publication License. Please distribute it!”</p> <p><b>Asia Pacific Regional Technology Centre</b> (<a href="http://www.sdlearn.net/aprtc/legal.asp">http://www.sdlearn.net/aprtc/legal.asp</a>)</p> <p>“As our philosophy of sharing and promoting best practices, all content, publications, and media on NMC web sites are licensed for re-use by a Creative Commons Attribution 2.5 License. This means that you may re-use this without needing to ask permission, as long as you credit the source in writing as The New Media Consortium (NMC) and on the web by adding a link back to our web site, <a href="http://www.nmc.org">http://www.nmc.org</a>.”</p> <p><b>New Media Consortium (NMC)</b> (<a href="http://www.nmc.org/creativecommons">http://www.nmc.org/creativecommons</a>)</p>
On the terms of use pages. Note the specific restriction to use.	<p>“We encourage the reuse and dissemination of the material on this site for educational, noncommercial purposes as long as attribution is retained.”</p> <p><b>Carleton College - Science Education Resource Center</b> (<a href="http://serc.carleton.edu/serc/terms_of_use.html">http://serc.carleton.edu/serc/terms_of_use.html</a>)</p> <p>You are free to use these images in a private, educational, non-commercial context provided a copyright notice is displayed (©2006 McMurdo Dry Valleys LTER) and appropriate credit is given to the photographer.</p> <p><b>McMurdo Dry Valleys Long Term Ecological Research (LTER)</b> (<a href="http://www.mcmlter.org/photos.htm">http://www.mcmlter.org/photos.htm</a>)</p>
Marked with an open (CC) license, but no “open” statement otherwise.	<p><b>Gulf of Maine Research Institute</b> - <a href="http://www.gmri.org/legal_notice.asp">http://www.gmri.org/legal_notice.asp</a></p> <p><b>University of California Berkeley</b> – Webcast.berkeley - <a href="http://webcast.berkeley.edu/wp/policies/">http://webcast.berkeley.edu/wp/policies/</a></p> <p><b>Stanford University Libraries</b> - Copyright and Fair Use - <a href="http://fairuse.stanford.edu/index.html">http://fairuse.stanford.edu/index.html</a></p> <p><b>Global Kids Inc. - Global Kids' Digital Media Initiative</b> - <a href="http://www.holymeatballs.org/">http://www.holymeatballs.org/</a></p> <p><b>Biology Daily</b> - <a href="http://www.biologydaily.com/copyright.html">http://www.biologydaily.com/copyright.html</a></p>

## Appendix B – Examples of Standard License Terms

Creative Commons (CC BY)	<p>“All articles and accompanying materials published by PLoS on the PLoS Sites, unless otherwise indicated, are licensed by the respective authors of such articles for use and distribution by you subject to citation of the original source in accordance with the Creative Commons Attribution License.”</p> <p><b>Public Library of Science (PloS)</b> (<a href="http://www.plos.org/terms.html">http://www.plos.org/terms.html</a>)</p>
Free Software Foundation (GNU FDL)	<p>“The license Wikiversity uses grants free access to our content in the same sense as free software is licensed freely. This principle is known as copyleft. That is to say, Wikiversity content can be copied, modified, and redistributed, either commercially or noncommercially, <i>so long as</i> the new version grants the same freedoms to others and acknowledges the authors of the Wikiversity content used (a direct link back to the article satisfies our author credit requirement). Wikiversity learning resources therefore will remain free forever and can be used by anybody subject to certain restrictions, most of which serve to ensure that freedom.</p> <p>To fulfill the above goals, the text contained in Wikiversity is licensed to the public under the GNU Free Documentation License (GFDL). The full text of this license is at Wikiversity:GNU Free Documentation License.</p> <p>Permission is granted to copy, distribute and/or modify this document under the terms of the GNU Free Documentation License, Version 1.2 or any later version published by the Free Software Foundation; with no Invariant Sections, with no Front-Cover Texts, and with no Back-Cover Texts.</p> <p>A copy of the license is included in the section entitled 'GNU Free Documentation License'.</p> <p>Content on Wikiversity is covered by disclaimers.”</p> <p><b>Wikimedia Foundation Inc. – Wikiversity</b> (<a href="http://en.wikiversity.org/wiki/Wikiversity:Copyrights">http://en.wikiversity.org/wiki/Wikiversity:Copyrights</a>)</p>
Public Domain (PD)	<p>“Unless specifically stated otherwise, all information on the U.S. Department of Education's (ED's) website at <a href="http://www.ed.gov">www.ed.gov</a> is in the public domain, and may be reproduced, published or otherwise used without ED's permission. This statement does not pertain to information at web sites other than <a href="http://www.ed.gov">www.ed.gov</a>, whether funded by ED or not.</p> <p>Some photographs in <a href="http://www.ed.gov">www.ed.gov</a>'s major banners and navigation headings are commercially licensed and cannot be reproduced, published or otherwise used.”</p> <p><b>United States Department of Education</b> (<a href="http://www.ed.gov/notices/copyright/index.html">http://www.ed.gov/notices/copyright/index.html</a>)</p>

## Appendix C – Examples of Custom Licenses

<p><b>Custom Licenses</b></p> <p>“Deloitte Touche Tohmatsu hereby authorizes you to view, copy, print, and distribute the materials on this Web site subject to the following conditions:  The materials are used for informational purposes only.  The materials are used for noncommercial purposes.  Any copy of the materials or portion thereof must include this copyright notice in its entirety.”</p> <p><b>Deloitte Touche Tohmatsu – International Financial Reporting Standards e-learning</b>  <a href="http://www.deloitte.com/dtt/notices/0,1026,ste%253DLEGAL%2526lid%253D1,00.html">http://www.deloitte.com/dtt/notices/0,1026,ste%253DLEGAL%2526lid%253D1,00.html</a></p> <p>“TOKYO TECH OCW is a platform maintained by Tokyo Institute of Technology for providing free access to course materials for users around the world aiming at releasing the Tokyo Tech's high-level educational resources on science and technology as the world's public property.  Users do not need to ask permission to both Tokyo Institute of Technology and authors of educational content for the use of course materials on the TOKYO TECH OCW website under the conditions described below. Other than the purpose of using the course materials for lectures and self-learning, users can [sic] freely copy, modify, and redistribute them.”</p> <p><b>Tokyo Institute of Technology – Tokyo Tech OpenCourseWare</b>  <a href="http://www.ocw.titech.ac.jp/index.php?module=General&amp;action=StaticPage&amp;page=guide&amp;lang=EN">http://www.ocw.titech.ac.jp/index.php?module=General&amp;action=StaticPage&amp;page=guide&amp;lang=EN</a></p>
<p><b>Sites Using Creative Commons Licenses but with Amendments to the Licensing Terms</b></p> <p>“Tangient LLC does not claim ownership of Content you submit or make available for inclusion on the Service. However, in order to provide you the Service and maintain the Service, with respect to Content you submit or make available for inclusion on the Service, including without limitation page content and comments you post to the Service, you grant Tangient LLC world-wide, perpetual, irrevocable, royalty free, non-exclusive, fully sub-licensable license(s) to use, distribute, reproduce, modify, adapt, publish, display, and translate, such Content (in whole or in part) solely in connection with the provision of the Service.”</p> <p><b>Education in a Flat World (a site user of Tangient LLC- Wikispaces)</b> <a href="http://www.wikispaces.com/terms">http://www.wikispaces.com/terms</a></p> <p>“CFAT/KML is available for use at no charge to individuals for non-commercial, educational use. Due in part to this stated intent, we do not license the individual ../parts of the CFAT/KML website for use. All uploaded files and ../images should be used within CFAT/KML tools. Permission is not granted to link to files or ../images directly. If you must highlight or recommend a file for usage we suggest that you create an idea list or snapshot that links to it and provides a description.”</p> <p><b>Carnegie Foundation - Gallery of Teaching and Learning</b>  <a href="http://commons.carnegiefoundation.org/tos/">http://commons.carnegiefoundation.org/tos/</a></p>
<p><b>Contractual Conditions on Use of Public Domain Resources</b></p> <p>“Most NOAA photos and slides are in the public domain and CANNOT be copyrighted.  Although at present, no fee is charged for using the photos credit MUST be given to the National Oceanic and Atmospheric Administration/Department of Commerce unless otherwise instructed to give credit to the photographer or other source.”</p> <p><b>National Oceanic and Atmospheric Administration (NOAA)- Photo Library</b>  <a href="http://www.photolib.noaa.gov/aboutimages.html">http://www.photolib.noaa.gov/aboutimages.html</a></p>

## **Appendix D – Examples of situations in which inability to combine resources with different licenses is problematic.**

### **Example I.**

The Tokyo Technology Initiative is a member of the Open CourseWare Consortium (OCWC). MIT is also a member of the OCWC. Because both are members of the OCWC, one would expect them to have similar intentions with regards to their courseware; namely, the resources on their sites should be open and available as part of a common pool of OER. However, because resources on the MIT OCW site are licensed CC BY-NC-SA, whereas resources on the Tokyo Tech OCW site are not, the resources on these two sites are incompatible. For instance, if you were a professor in China who wanted to combine lecture notes from a Tokyo Tech course on electrical engineering with a video from MIT showing a relevant experiment, you could not do so legally. The simplest resolution is for Tokyo Tech to adopt CC BY-NC-SA as the license policy for their resources.

### **Example II.**

The Carnegie Foundation for the Advancement of Teaching (CFAT) hosts the Gallery of Teaching and Learning. The homepage of this site clearly shows the CC BY-NC icon, and the associated text linked to the CC BY-NC deed, so the licensing for this OER site seems to be straightforward. However, their terms of use amends the standardized CC BY-NC license, limiting use of the resources to “educational” use for “individuals”. CFAT does not specify what exactly is “educational”, raising questions about what is actually permissible for people to do with their materials under the license agreement. Since both terms add caveats not included in the standard CC BY-NC license, their resources are now legally barred from being recombined with any other CC licensed works. For instance, a teacher could not legally take an art lesson plan from CFAT and combine it with a CC BY-NC photo from Flickr to generate a customized lesson plan. Standard CC BY-NC resources can be re-mixed and re-published with a variety of other CC-licensed works; however, in its amended form, the CFAT version is incompatible with all other OER, defeating much of the benefit of licensing their resources openly.

### **Example III.**

Even among the standardized open licenses, incompatibility can be a problem. Creative Commons (CC) and the Free Software Foundation (FSF) are the two most widely employed license providers. However, currently no FSF license (such as the GNU FDL) is compatible with any CC license, despite the deep similarities that some of the licenses share (e.g., CC BY-SA). For example, if you wanted to combine and republish several articles from Wikiversity (licensed under GNU FDL – see Appendix B) along with some articles from the Public Library of Science (licensed CC BY – see again Appendix B), you could not do so legally. This situation has long been of concern to the OER community, and efforts are underway to reconcile some of the CC and FSF licenses, where possible. There are similar types of interoperability issues among subsets of the CC licenses as well. Refer to Figure 4 to see how some CC licenses are more combinable, and therefore offer greater opportunities for users to exercise their creativity, than others.

## Appendix E – Creative Commons

### What Is Creative Commons?

Creative Commons is a nonprofit organization that works to increase the amount of creativity (cultural, educational, and scientific content) in “the commons” — the body of work that is available to the public for free and legal sharing, use, repurposing, and remixing.





### How Does Creative Commons Work?

Creative Commons provides free, easy-to-use legal tools that give everyone from individual creators to major companies and institutions a simple, standardized way to pre-clear copyrights to their creative work. CC licenses let people easily change their copyright terms from the default of “all rights reserved” to “some rights reserved.” Creative Commons licenses are not an alternative to copyright. They apply on top of copyright, so you can modify your copyright terms to best suit your needs. We’ve collaborated with intellectual property experts all around the world to ensure that our licenses work globally.

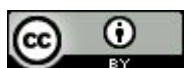
### How Is Creative Commons Used For Educational Materials?

Many educators already benefit from working with others to share, use, and build upon their works; in these cases, publishing under a Creative Commons license makes such collaborative activities easier. CC’s legal infrastructure gives flexibility to the creator and protects users as well (since they don’t have to worry about copyright infringement, as long as they abide by the terms of use). For learners, CC licensed materials provide access to a wealth of knowledge and opportunities to learn things in new ways. There are many millions of works — from songs and videos to scientific and academic content — that you can use under the terms of CC licenses.

### What Are The Licensing Choices?

-  **Attribution.** You let people copy, distribute, display, perform, and remix your copyrighted work, as long as they give you credit the way you request. All CC licenses contain this property.
-  **Non-Commercial.** You let people copy, distribute, display, perform, and remix your work for non-commercial purposes only. If they want to use your work for commercial purposes, they must contact you for permission.
-  **Share Alike.** You let people create remixes and derivative works based on your creative work, as long as they only distribute them under the same Creative Commons license that your original work was published under.
-  **No Derivative Works.** You let people copy, distribute, display, and perform only verbatim copies of your work — not make derivative works based on it. If they want to alter, transform, build upon, or remix your work, they must contact you for permission.

Based on these choices, you can get a license that clearly indicates how other people may use your creative work.



Attribution



Attribution — Share Alike



Attribution — No Derivatives



Attribution — Non-Commercial



Attribution — Non-Commercial — Share Alike



Attribution — Non-Commercial — No Derivatives



## Appendix F –Table of Sites Using Standard Licenses

### Table Key:

- **Site** - Name of project or organization.
- **Open Statement Text** - Snippet of text where the site appears to express its “open” or “free” intentions regarding its educational resources. There might also be a statement regarding increasing access to resources for others, or for the improvement of education via these means.
- **License Source** - The origin of the license(s) used by the site.
  - **Sources of Standardized Licenses**
    - **Creative Archive**
    - **Creative Commons (CC)**
    - **Free Software Foundation (FSF)**
    - **Open Content**
  - **Custom** - Where the terms are site-specific and therefore none of the standard licenses apply. *Note:* this is true even if the terms are modified from one of the standard licenses.
  - **ARR** - “All Rights Reserved” copyright, the default condition (in the United States and many other places) for materials where no terms are specified (or could be found).
  - **Public Domain** - Materials that are in the public domain, free from any copyright restrictions.
  - **Various** - Where an indeterminate number of license sources might be used for a site that hosted numerous resources under various license conditions. *Note:* we did identify those providers that we could.
- **Specific license(s) used?** - Name(s) of the specific licenses, subdivided by each license provider, used by the site.
  - **ARR** ARR
  - **Creative Archive** Creative Archive License
  - **Creative Commons** CC BY, CC BY-SA, CC BY-NC-SA, CC BY-NC, CC BY-NC-ND, CC BY-ND
  - **Custom** Custom
  - **FSF** GNU FDL
  - **Open Content** Open Publication License
  - **Public Domain** PD
  - **Various** Various
- **Conflicting statements?** - If the site specifies conditions or restrictions beyond the standard terms of the license. *Note:* this analysis only pertains to sites that used CC licenses.
- **Icon used?** - If the standard license is also visibly indicated as an icon.
- **Search aware?** - If the standard license is also linked to a machine-readable code. *Note:* to date, the only machine-readable standard licenses are Creative Commons licenses, but only implemented correctly.

**Note: Table begins on next page.**

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
1	Alexandria Archive Institute – Open Context	Welcome to Open Context, a free, open access resource for the electronic publication of primary field research from archaeology and related disciplines.	CC, Various	CC BY-SA, Various	No	Yes	Yes
2	Alfred Wegener Institute – plankton net	The information system behind PlanktonNet is 100% based on open access concepts.	CC	Various	No	Yes	Yes
3	Alsos Digital Library for Nuclear Issues	The bibliographic information in this website is freely available except for the text of the annotations, for which credit must be given; permission must be obtained for commercial use of the annotations. This work is licensed under a Creative Commons License.	CC	CC BY-NC-ND	No	No	Yes
4	Appropedia	But most importantly, Appropedia is a open site for stakeholders to come together to find, create and improve scalable and adaptable solutions.	FSF	GNU FDL	No	No	No
5	ArsDigita University- A Duni.org	This site serves a dual purpose. It is here to tell the story of ADU and it is here to carry on the school's mission of supplying free education. Toward this latter end, ADUni.org provides all course materials and lectures generated during the program to the general public for free use.	CC	CC BY-SA, CC BY-ND	No	Yes	Yes
6	Asia Pacific Regional Technology Centre	APRTC believes in providing free resources and information for anyone to use. Information and other content contained on our WebPages is freely distributable and reusable in accordance with our Open Publication License. Please distribute it!	Open Content	Open Publication License	No	No	No
7	BCCampus - Shareable Online Learning Resources (SOL*R)	BCCampus deployed the Shareable Online Learning Resources repository (SOL*R). SOL*R is a service provided by BCCampus to educators in BC that aims to facilitate the sharing, discovery, reuse, and remixing of post-secondary online learning content.	CC, Custom	CC BY-SA, Custom	No	Yes for all	Yes for CC
8	California Open Source Textbook Project (COSTP)	COSTP will employ the advantages of open sourced content and innovative licensing tools to significantly reduce California's K-12 textbook costs — eventually turning K-12 curriculum and textbook construction from a cost into a revenue generator for the State of California.	FSF	GNU FDL	No	No	No
9	Canonical Ltd – Ubuntu	Our work is driven by a philosophy on software freedom that aims to spread and bring the benefits of software to all parts of the world.	CC, Custom	CC BY-SA, Custom	No	Yes	Yes
10	CardioNetworks Foundation - ECGpedia	ECGpedia is an open access wiki ECG course.	CC, Various	CC BY-NC-SA, Various	No	Yes	Yes

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
11	Cardio-Networks Foundation - ECHOpedia	CHOpedia is an open access wiki ECHO course.	CC, Various	CC BY-NC-SA, Various	No	Yes	Yes
12	Carnegie Foundation - Gallery of Teaching and Learning	The Knowledge Media Laboratory works to create a future in which communities of teachers, faculty, programs, and institutions collectively advance teaching and learning by exchanging their educational knowledge, experiences, ideas, and reflections...	CC, Custom	CC BY-NC, Custom	Yes	Yes for CC	Yes for CC
13	Carnegie Mellon University – Open Learning Initiative	Open & Free courses are freely available online courses and course materials that enact instruction for an entire course in an online format.	CC	CC BY-NC-SA	No	Yes	Yes
14	China Open Resources for Education (CORE)	CORE is committed to providing Chinese universities with free and easy access to global open educational resources.	CC	CC BY-NC-SA	No	Yes	Yes
15	Citizendium	Our mission is educational, non-profit, global, and free.	CC, FSF	CC BY-SA, GNU FDL	No	No	Yes
16	CK12 Foundation	At the same time, CK-12 hopes to use the leverage that open source models, like Linux software and Wikipedia encyclopedia, have used to continually improve regionally and temporally relevant content.	CC	CC BY-SA	No	No	No
17	Common-wealth of Learning (CoL)	COL is an intergovernmental organisation [working] to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. CoL is helping developing nations improve access to quality education and training.	CC, Various	CC BY-SA, Various	No	No	No
18	CommuniCTy.org	FREE Resources to teach ICT and Global Learning.	CC	CC BY-SA	No	No	Yes
19	Community College Consortium for Open Educational Resources	CCCOER is a joint effort by the Foothill-De Anza Community College District, the League for Innovation in the Community College and many other community colleges and university partners to develop and use open educational resources (OER) in community college courses.	CC	CC BY	No	No	Yes
20	Connexions	Connexions is an environment for collaboratively developing, freely sharing, and rapidly publishing scholarly content on the Web.	CC	CC BY	No	Yes	Yes
21	Consortium for School Networking (CoSN) - K-12 Open Technologies	Welcome to the website for the new CoSN K-12 Open Technologies Leadership Initiative. The initiative is sponsored by IBM, Cisco, Pearson Education, and SAS to support the adoption and utilization of open technologies in K-12 education around the world.	CC	CC BY-SA	No	Yes	Yes

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
22	Creative Archive Licence Group	The BBC, the bfi, Channel 4 and the Open University set up the Creative Archive Licence Group to make their archive content available for download under the terms of the Creative Archive Licence - a single, shared user licence scheme for the downloading of moving images, audio and stills.	Creative Archive	Creative Archive	No	Yes	No
23	Creative Commons	We're a nonprofit organization. Everything we do — including the software we create — is free.	CC	CC BY	No	Yes	Yes
24	Creative Commons - ccLearn	ccLearn is a division of Creative Commons which is dedicated to realizing the full potential of the Internet to support open learning and open educational resources (OER).	CC	CC BY	No	Yes	Yes
25	Creative Commons - Science Commons	Making scientific research “re-useful” — We help people and organizations open and mark their research and data for reuse.	CC	CC BY	No	Yes	Yes
26	Curriki and Global Education Learning Community	Curriki is where all of us -- our community of educators, parents and students -- can work together to develop interesting, creative and effective educational materials that the global educational community can use for free.	CC	CC BY	No	No	No
27	Education Digital – Teachers TV	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily.	Creative Archive, Custom	Creative Archive, Custom	No	Yes	No
28	Education in a Flat World	Built on a Wikispaces wiki, the site itself is meant to be a collaborative project. Any educator--teacher, professor, administrator--can contribute their knowledge to any of the sections to make it more informative or easier to use.	CC, Various	CC BY-SA, Various	No	No	Yes
29	Fahamu OpenCourseWare	Fahamu is the first NGO partner in the OpenCourseWare Consortium. The first course being made available is Introduction to Human rights which was written by Richard Carver.	CC	CC BY-NC-SA	No	No	Yes
30	Flat World Knowledge	Open College Textbooks. Created by Experts. Enhanced by Users. Free to All.	CC	CC BY-NC-SA	No	No	Yes
31	Foundation of Fantasy Culture and Arts - Opensource Opencourseware Prototype System (OOPS)	Foundation of Fantasy Culture and Arts, established in 2001 as a non-profit organization by Lucifer Hsueh-Heng CHU, aims to encourage innovation and open knowledge.	CC	CC BY	No	Yes	No
32	Free High School Science Texts	FHSST (Free High School Science Texts) is a project that aims to provide free science and mathematics textbooks for Grades 10 to 12 science learners in South Africa.	FSF	GNU FDL	No	No	No

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
33	Free-reading.net	free reading is a high-quality, open-source, free reading intervention program for grades K-3.	CC	CC BY-SA	No	No	No
34	Fulbright Economics Teaching Program OpenCourse-Ware	Inspired by the Massachusetts Institute of Technology's OpenCourseWare Initiative (OCW), the Fulbright School has begun to publish its teaching and research materials online.	CC	CC BY-NC-SA	No	No	Yes
35	Gabriel Piedrahita Foundation – Eduteka	EDUTEKA (www.eduteka.org) is a free Spanish-language web portal for educators which is updated every month and run by the Gabriel Piedrahita Uribe Foundation (Fundación Gabriel Piedrahita Uribe (FGPU), in Spanish) based in Cali, Colombia.	CC	CC BY-NC-SA, CC-BY-NC-ND	No	Yes	No
36	Global Kids Inc. - Global Kids' Digital Media Initiative	CC icon on home page.	CC	CC BY-NC-SA	No	Yes	Yes
37	Google - Code for Educators	This website provides tutorials and sample course content so CS students and educators can learn more about current computing technologies and paradigms. In particular, this content is Creative Commons licensed which makes it easy for CS educators to use in their own classes.	CC	CC BY	No	No	Yes
38	Gulf of Maine Research Institute	We are committed to making our programs available free of charge to ensure that they are universally accessible to all students regardless of their personal circumstances or where in Maine they live.	CC, Various	CC BY-NC-ND, Various	No	No	No
39	Gulf of Maine Research Institute - Vital Signs	Build a replicable open source technology system that facilitates citizen participation in environmental research and improves public access to information on human and natural communities.	CC, Various	CC BY-NC-ND, Various	No	No	No
40	Harvard University - H2O Playlist	We want to make high-quality education more accessible. That is why H2O is free and open to everyone with an Internet connection.	CC	CC BY-SA	No	Yes	Yes
41	Icommons	Incubated by Creative Commons, iCommons is an organisation with a broad vision to develop a united global commons front by collaborating with open education, access to knowledge, free software, open access publishing and free culture communities around the world.	CC	CC BY	No	Yes	Yes
42	IssueLab	IssueLab has partnered with the Hewlett Foundation's Education Program to create a research archive dedicated to the field of Open Education Resources (OER).	CC, Various	CC BY-SA, Various	No	Yes	Yes

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
43	Johns Hopkins Bloomberg School of Public Health - Open CourseWare	The Johns Hopkins Bloomberg School of Public Health's OPENCOURSEWARE (OCW) project provides access to content of the School's most popular courses.	CC	CC BY-NC-SA	Yes	No	Yes
44	Joint Information Systems Committee (JISC)	JISC's activities support education and research by promoting innovation in new technologies and by the central support of ICT services. JISC provides: * A world-class network - JANET * Access to electronic resources.	CC	CC BY-NC-ND	No	Yes	Yes
45	Keio University – Keio OpenCourse-ware	This Web site offers, free of charge, the content of courses taught at Keio University so that both students and professionals involved in higher education can gain access to its educational materials.	CC	CC BY-NC-SA	Yes	Yes	Yes
46	Korea University – OpenCourse-Ware	And now with this effort in sharing our educational resources and being a part of the global knowledge community, Korea University strives to contribute to education on a different plane. We will reach out to the world to expand this idea of sharing.	CC	CC BY-NC-SA	No	Yes	Yes
47	Learnodes	Each link you find in the Sampler is free and openly available to any internet visitor to use to learn.	CC	CC BY	No	No	NA
48	Massachusetts Institute of Technology (MIT) - MITOpen-CourseWare	MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.	CC	CC BY-NC-SA	No	Yes	Yes
49	MERLOT African Network (MAN)	MAN also strives to enhance the usability and quality of the MERLOT e-learning repository for global access.	CC, Various	Various	Yes	No	No
50	MERLOT Multimedia Educational Resources for Learning and Online Teaching	MERLOT's vision is to be a premiere online community where faculty, staff, and students from around the world share their learning materials and pedagogy.	CC, Various	Various	Yes	No	No
51	Monterey Institute for Technology and Education (MITE) - National Repository of Online Courses (NROC) Network	This non-profit project, supported by The William and Flora Hewlett Foundation, is an Open Educational Resource (OER) and facilitates collaboration among a community of content developers to serve students and teachers worldwide.	CC, Custom	CC BY-NC, Custom	No	Yes	No
52	National Chiao Tung University – OpenCourse-Ware	NCTU shares these courses in the hope of enabling more people to make use of our excellent knowledge and teaching. ... We... shoulder up our social responsibility [and] actively create an environment for lifelong learning, showing the world our efforts and attentiveness in education and knowledge sharing.	CC	CC BY-NC-SA	No	Yes	Yes



AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
53	New America Foundation	CC logo.	CC	CC BY-NC-SA	No	Yes	No
54	New Media Consortium (NMC)	As our philosophy of sharing and promoting best practices, all content, publications, and media on NMC web sites are licensed for re-use by a Creative Commons Attribution 2.5 License.	CC	CC BY	No	Yes	Yes
55	New Zealand Open Educational Resources Project	The first objective of the NZ OER project is to develop some 'proof of concept' courseware that is freely available to all tertiary education institutions in New Zealand.	CC	CC BY-SA	No	No	No
56	Novell OpenCourseWare	Novell OpenCourseWare is a collection of educational materials developed by Novell Training Services... By making these materials available to the public, we hope to extend to all people worldwide the opportunity to access these high quality learning materials.	CC	CC BY-NC-SA	No	Yes	Yes
57	OER Commons (Open Educational Resources)	Welcome to OER Commons, a global teaching and learning network of free-to-use resources – from K-12 lesson plans to college courseware – for you to use, tag, rate, and review.	CC, Various	CC BY-NC-SA, Various	No	Yes	Yes
58	Open Educator - Open Planner	Open Educator, Inc. develops and supports open-source knowledge-sharing communities that make it possible for every motivated K-12 teacher to be highly effective.	CC	CC BY-NC-SA	No	Yes	Yes
59	Open University – OpenLearn – LearningSpace	The OpenLearn website gives free access to course materials from The Open University. The LearningSpace is open to learners anywhere in the world.	CC	CC BY-NC-SA	No	Yes	Yes
60	Open-Universiteit-Nederland	Hier staat het zelfstudiemateriaal dat de Open Universiteit Nederland gratis ter beschikking stelt. Zo kunt u eenvoudig en vrijblijvend kennismaken met verschillende vakgebieden in het hoger onderwijs.	CC	CC BY-NC-SA	Yes	Yes	Yes
61	Planet Math	PlanetMath is a virtual community which aims to help make mathematical knowledge more accessible. ...The entries are contributed under the terms of the GNU Free Documentation License (FDL) in order to preserve the rights of both the authors and readers in a sensible way.	FSF	GNU FDL	No	No	No
62	Portal Universia – MIT OpenCourseWare	MIT, su equipo de OpenCourseWare y Portal Universia les dan la bienvenida a este nuevo sitio que pretende facilitar el acceso de académicos de habla hispana a los materiales docentes y de estudio puestos a libre disposición por el MIT en Internet.	CC	CC BY-NC-SA	No	No	No

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
63	Portal Universia – MIT OpenCourseWare – Brasil	O MIT e a equipe do OCW lhes dão as boas-vindas ao site OpenCourseWare. Esta é uma iniciativa de apoio à missão fundamental do MIT - promover conhecimento e educação para melhor servir à nação e ao mundo.	CC	CC BY-NC-SA	No	No	No
64	Professional Educational Organization International	Professional Education Organization International (or PEOI for short) was created, and is run by volunteers who believe that it is time for open post secondary education be made available to all free of charge, and that the Internet is making this possible.	CC	CC BY-NC-SA	No	Yes	Yes
65	Public Library of Science (PLOS) - Biology	A peer-reviewed open-access journal published by the Public Library of Science.	CC	CC BY	No	No	Yes
66	Public Library of Science (PLOS) - Computational Biology	PLoS Computational Biology is a peer-reviewed, open-access journal featuring works of exceptional significance that further our understanding of living systems at all scales through the application of computational methods.	CC	CC BY	No	No	Yes
67	Public Library of Science (PLOS) - Genetics	A peer-reviewed open-access journal published by the Public Library of Science.	CC	CC BY	No	No	Yes
68	Public Library of Science (PLOS) - Hub for Clinical Trials	PLoS is committed to publishing the results of all clinical trials, regardless of outcome, and making this essential information freely and publicly available.	CC	CC BY	No	No	Yes
69	Public Library of Science (PLOS) - Medicine	A peer-reviewed open-access journal published by the Public Library of Science.	CC	CC BY	No	No	Yes
70	Public Library of Science (PLOS) - Pathogens	A peer-reviewed open-access journal published by the Public Library of Science.	CC	CC BY	No	No	Yes
71	Public Library of Science (PLOS) – PLOS One (beta)	An interactive open-access journal for the communication of all peer-reviewed scientific and medical research.	CC	CC BY	No	No	Yes
72	Public Library of Science (PLOS)	PLoS is a nonprofit organization of scientists and physicians committed to making the world's scientific and medical literature a freely available public resource.	CC	CC BY	No	No	Yes
73	Qedoc	Welcome to Qedoc, for interactive educational resources that anyone can create, edit, take away or use.	CC	CC BY-SA	No	Yes	No
74	Scholarpedia	Welcome to Scholarpedia, the free peer reviewed encyclopedia written by scholars from all around the world.	CC, FSF, Custom	CC BY-NC-ND, GNU FDL, Custom	No	No	No

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
75	Scivee	The community can then freely view your presentation and engage in virtual discussions with you and other SciVee members about your research directly through commentary, community discussions and blogging features.	CC	CC BY	No	No	No
76	Senegal – Ministere de l'Education Nationale – Examen.sn	Le site propose gratuitement l'accès à l'équivalent de 15 annales, des résumés de cours, de l'évaluation interactive, des conseils d'orientation et un forum sur chaque page du site.	CC	CC BY-SA	No	Yes	Yes
77	Shuttleworth Foundation	As part of a broader movement to open up education, these resources can increase access to learning opportunities and encourage more collaborative, student-centric learning. The Shuttleworth Foundation works closely with the innovators and activists who are bringing this movement to life.	CC	CC BY-SA	No	Yes	Yes
78	Sofia: Sharing of Free Intellectual Assets	The Sofia project is an open content initiative launched by the Foothill - De Anza Community College District with funding support from The William and Flora Hewlett Foundation.	CC	CC BY-NC	No	No	Yes
79	Stanford University Libraries - Copyright and Fair Use	Prominent CC icon.	CC	CC BY-NC	No	Yes	Yes
80	Teacher Education in Sub-Saharan Africa (TESSA)	TESSA brings together teachers and teacher educators from across Africa. It offers a range of materials (Open Educational Resources) to support school based teacher education and training.	CC	CC BY-SA	No	No	No
81	Tufts Open Courseware	Tufts OpenCourseWare is part of a new educational movement initiated by MIT that provides free access to course content for everyone online.	CC, Various	CC BY-NC-SA, Various	No	No	Yes
82	United Nations University (UNU) - Environmental Impact Assessment (EIA)	The United Nations University, RMIT University, and the United Nations Environment Programme (UNEP) jointly developed this open educational resource on Environmental Impact Assessment (EIA).	CC	CC BY-NC-SA	No	Yes	Yes
83	United Nations University (UNU) – OnLine Learning	Open educational resources that you can use freely as a learner for self-study and as an educator in your teaching.	CC	CC BY-NC-SA	No	Yes	Yes
84	United Nations University (UNU) - Strategic Environment Assessment	The United Nations University and Oxford Brookes University jointly developed this open educational resource on Strategic Environmental Assessment (SEA).	CC	CC BY-NC-SA	No	Yes	Yes

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
85	Universidad de Monterrey – UDEM OpenCourseWare	A través del proyecto OCW Consortium, la UDEM pone a disposición de profesores y estudiantes de cualquier parte del mundo una colección de cursos por internet de libre acceso, con contenidos que forman parte de los programas de estudios superiores que ofrece la universidad.	cc	cc BY-NC-SA	No	Yes	Yes
86	Universitat de Barcelona - Col·lecció OMADO	Accés obert a les publicacions digitals de la UB.	CC	Various	No	Yes	Yes
87	University of Art and Design Helsinki – Fle3 Future Learning Environment	Fle3 is Open Source and Free Software released under the GNU General Public Licence (GPL). The licence is protecting your freedom to use, modify and distribute Fle3.	FSF	GNU FDL	No	No	No
88	University of Art and Design Helsinki – LeMill	LeMill is a web community of 2846 teachers and other learning content creators. At the moment LeMill has 1442 reusable learning content resources, 295 descriptions of teaching and learning methods, and 476 descriptions of teaching and learning tools.	CC	CC BY-SA	No	Yes	Yes
89	University of California Berkeley - Webcast.-berkeley	Help us continue to keep our classrooms open to the world.	CC	CC BY-NC-ND	No	Yes	Yes
90	University of California Irvine Open CourseWare	Open educational content is a concept that will advance human knowledge, creativity, lifelong learning, and the social welfare of educators, students, and self-learners across the globe.	CC	CC BY-NC-ND	No	Yes	Yes
91	University of Colorado at Boulder - Physics Education Technology	The Physics Education Technology (PhET) project is an ongoing effort to provide an extensive suite of simulations for teaching and learning physics and chemistry and to make these resources both freely available from the PhET website and easy to incorporate into classrooms.	CC	CC BY-NC	No	No	No
92	University of Michigan – Open.Michigan	Relevant text everywhere on site.	CC	CC BY	No	Yes	Yes
93	University of North Carolina – Learn NC	All educators, parents, and interested members of the community are welcome! All of our resources, except for online courses, are free and open to the public. Anyone may sign up to receive regular email updates about our resources and services and participate in online discussions.	CC, Various	CC BY-NC-SA, Various	No	Yes	Yes
94	University of Notre Dame Open CourseWare	Notre Dame OCW is a free and open educational resource for faculty, students, and self-learners throughout the world.	CC	CC BY-NC-SA	No	Yes	Yes

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
95	Utah State University – Center for Open and Sustainable Living (COSL)	The Center for Open and Sustainable Learning (COSL), at Utah State University is dedicated to increasing access to educational opportunity worldwide.	CC	CC BY-NC-SA	No	Yes	Yes
96	Utah State University - Utah State Open CourseWare	Utah State OpenCourseWare is a collection of educational material used in our formal campus courses, and seeks to provide people around the world with an opportunity to access high quality learning opportunities.	CC	CC BY-NC-SA	No	Yes	Yes
97	Video Lectures.net	The main purpose of the project... is to provide free and open access of high quality video lectures presented by distinguished scholars and scientists at... prominent events like conferences, summer schools, workshops and science promotional events from many fields of Science.	CC	CC BY-NC-ND	No	Yes	Yes
98	Virtual Worlds Review	Most of the virtual worlds listed on VWR offer some type of free access. Some just have a limited free trial that expires after a certain period of time.	CC	CC BY-NC-ND	No	Yes	Yes
99	Western Cooperative for Educational Telecommunications - EduTools	EduTools is a suite of free, easy-to-use Web-based tools that allow users to collect, analyze, and weigh information about a variety of e-learning products, services, and policies.	CC	CC BY-NC	No	Yes	Yes
100	WikiEducator	The WikiEducator is an evolving community intended for the collaborative: ...* work on building open education resources (OERs) on how to create OERs.* networking on funding proposals developed as free content.	CC	CC BY-SA	No	Yes	Yes
101	Wikigogy	Everything on Wikigogy.org is free -- licensed under the Creative Commons Attribution-ShareAlike 3.0 license.	CC	CC BY-SA	No	Yes	Yes
102	WikiJET	Part of the free culture movement, Wikia content is released under a free content license and operates on the Open Source MediaWiki software.	FSF	GNU FDL	No	No	No
103	Wikimedia Foundation Inc. - Vidipedia	Welcome to Vidipedia, the free video encyclopedia that anyone can edit.	FSF	GNU FDL	No	No	No
104	Wikimedia Foundation Inc. - Wikibooks	Wikibooks is a Wikimedia community for creating a free library of educational textbooks that anyone can edit.	FSF	GNU FDL	No	No	No
105	Wikimedia Foundation Inc. - Wikipedia	Welcome to Wikipedia, the free encyclopedia that anyone can edit.	FSF	GNU FDL	No	No	No
106	Wikimedia Foundation Inc. - Wikiversity	We invite all kinds of learners (teachers, students, and researchers) to join us in creating educational resources and collaborative learning communities.	FSF	GNU FDL	No	No	No

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	Specific license(s) used?	Conflicting statements?	Icon used?	Search aware?
107	Yale University – Open Yale Courses	Open Yale Courses provides free and open access to a selection of introductory courses taught by distinguished teachers and scholars at Yale University. The aim of the project is to expand access to educational materials for all who wish to learn.	CC	CC BY-NC-SA	Yes	Yes	Yes

## Appendix G –Table of Sites That Are Not Using Any Standard Licenses

### Table Key:

- **Site** - Name of project or organization.
- **Open Statement Text** - Snippet of text where the site appears to express its “open” or “free” intentions regarding its educational resources. There might also be a statement regarding increasing access to resources for others, or for the improvement of education via these means.
- **License Sources** - The origin of the license(s) used by the site. Note that this appendix only lists sites that have not used one of the standard license providers. To see the sites with standard license providers, view Appendix F.
  - **ARR Copyright** - “All Rights Reserved” copyright, the default condition (in the United States and many other places) for materials where no terms are specified (or could be found).
  - **Custom** - Where none of the standard licenses apply because the terms specified are unique to the site or license materials to the site.
  - **Public Domain** - Materials that are in the public domain, free from any copyright restrictions.
  - **Various** - Where it was difficult to identify *all* the license providers for a site that hosted numerous resources under various license conditions. *Note:* we did identify those providers that we could.
- **“Terms of Use” Link** - Website URL where the terms of use are located.

**Note: Table begins on next page.**



AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	"Terms of Use" Link
1	African Virtual University	As an African organization, the AVU has a mandate to increase access for tertiary education and training using Open Distance and eLearning (ODEL) methodologies.	Custom	<a href="http://www.avu.org/inner.asp?active_page_id=233 227 130 224 36 81 133 59 235 230 57 26 59 134 250 240 211 236 82 0 10 139 144 75 58 197 251 216 225 177 52 69 226 253 51 25 139 194 124 109">http://www.avu.org/inner.asp?active_page_id=233 227 130 224 36 81 133 59 235 230 57 26 59 134 250 240 211 236 82 0 10 139 144 75 58 197 251 216 225 177 52 69 226 253 51 25 139 194 124 109</a>
2	ARIADNE Foundation for the Knowledge Pool – ARIADNE	A European Association open to the World, for Knowledge Sharing and Reuse.	ARR	na
3	Boston College – Journal of Technology, Learning, and Assessment	The JTTLA promotes transparency in research and encourages authors to make research as open, understandable, and clearly replicable as possible while making the research process– including data collection, coding, and analysis – plainly visible to all readers.	ARR	<a href="http://escholarship.bc.edu/jtla/mission.html">http://escholarship.bc.edu/jtla/mission.html</a>
4	Center for Learning and Performance Technologies	The Centre provides a range of consultancy services, online workshops and as well as free resources...	ARR	<a href="http://c4lpt.co.uk/">http://c4lpt.co.uk/</a>
5	Chronos	CHRONOS is a team of geoscientists and information technology specialists creating a cyberinfrastructure that will deliver open access to a global federation of Earth history databases, tools, and services...	ARR	<a href="http://www.chronos.org/index.html">http://www.chronos.org/index.html</a>
6	Columbia University - Columbia Center for New Media Teaching and Learning	The Columbia Center for New Media Teaching and Learning (CCNMTL) offers a wide range of free services to University faculty...	ARR	<a href="http://www.ck12.org/">http://www.ck12.org/</a>
7	Commonwealth Heads of Government – Commonwealth of Learning (CoL)	COL is an intergovernmental organisation [working] to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. CoL is helping developing nations improve access to quality education and training.	ARR	<a href="http://www.colfinder.org/about_col.htm">http://www.colfinder.org/about_col.htm</a>
8	Community Education Computer Society (CECS) – Free Knowledge for ICT Literacy	The vision of the portal is to: provide access to free learning resources for ICT literacy using free/libre and open source software to enable people to change the conditions of their lives for the better.	ARR	na
9	Deloitte Touche Tohmatsu – International Financial Reporting Standards e-learning	Free online financial reporting tools from Deloitte.	Custom	<a href="http://www.deloitte.com/dtt/notices/0,1026,src%253DLEGAL%2526lid%253D1,00.html">http://www.deloitte.com/dtt/notices/0,1026,src%253DLEGAL%2526lid%253D1,00.html</a>

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	"Terms of Use" Link
10	Development Gateway Foundation – dgCommunities	dgCommunities is free to all and provided by the Development Gateway Foundation. Anyone can access the wide array of resources, but only registered members can access certain services.	Custom	<a href="http://www.developmentgateway.org/index.php?id=32">http://www.developmentgateway.org/index.php?id=32</a>
11	Digital Spaces	Digital Spaces is an open source multi-media presentation and simulation engine.	ARR	<a href="http://www.digitalspaces.net/content/view/28/45/">http://www.digitalspaces.net/content/view/28/45/</a>
12	Doshisha University Open CourseWare	In Doshisha University OpenCourseWare, materials that are actually used in our classes are presented through the Internet as part of the Doshisha University Open Course Project.	Custom	<a href="http://opencourse.doshisha.ac.jp/english/study.html">http://opencourse.doshisha.ac.jp/english/study.html</a>
13	Education World	The Education World team works hard to produce this FREE resource for educators. In order to keep the site free for all visitors, Education World is funded by corporate sponsors and advertisers.	Custom	<a href="http://www.educationworld.com/reprint_rights.shtml">http://www.educationworld.com/reprint_rights.shtml</a>
14	Electronic Journal of Information Systems in Developing Countries	This journal provides open access to all of its content on the principle that making research freely available to the public supports a greater global exchange of knowledge.	Custom	<a href="http://www.ejisc.org/ojs2/index.php/ejisc/about/submissions#copyrightNotice">http://www.ejisc.org/ojs2/index.php/ejisc/about/submissions#copyrightNotice</a>
15	Etudes	Etudes leads open source software development of teaching, learning and collaboration tools and offers centralized hosting, support, site and account management, training and professional development opportunities to its members.	Custom	<a href="http://etudesproject.org/melete.htm">http://etudesproject.org/melete.htm</a>
16	European Association of Distance Teaching Universities (EADTU)	The European Association of Distance Teaching Universities (EADTU) is the representative organisation of both the European open and distance learning universities and of the national consortia of higher education institutions active in the field of distance education and e learning.	ARR	<a href="http://www.eadtu.nl/default.asp">http://www.eadtu.nl/default.asp</a>
17	European Commission – SLOOP Project (Sharing Learning Objects in an Open Perspective)	The main idea of the Sloop project is to transfer the philosophy of the Free/OpenSource Software movement to the eLearning contents.	ARR	<a href="http://www.sloopproject.eu/">http://www.sloopproject.eu/</a>
18	European Schoolnet – calibrate: learning resources for schools	The development of the means to support content exchange and collaboration between MoEs and other owners of educational repositories. This is done through an open source technical architecture.	ARR	<a href="http://calibrate.eun.org/ww/en/pub/calibrate_project/home_page.htm#more">http://calibrate.eun.org/ww/en/pub/calibrate_project/home_page.htm#more</a>
19	European Schoolnet – melt: Learning Resource Exchange	LRE content covers virtually all curriculum subjects, can be freely used by anyone and in some cases resources can also be adapted and redistributed.	Various	<a href="http://www.melt-project.eu:8080/Melt-Portal/Disclaimer.iface">http://www.melt-project.eu:8080/Melt-Portal/Disclaimer.iface</a>
20	Free-ed.Net	Free Education on the Internet!	Custom	<a href="http://www.free-ed.net/free-ed/qLinks03/quickMain.asp?iNum=6">http://www.free-ed.net/free-ed/qLinks03/quickMain.asp?iNum=6</a>

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	"Terms of Use" Link
21	Global Learning Objects Brokered Exchange (GLOBE)	Organizations from around the world have formed a global alliance to make shared online learning resources available to educators and students around the world.	ARR	<a href="http://globe-info.org/en/aboutglobe">http://globe-info.org/en/aboutglobe</a>
22	Global Learning Portal	GLP supports the sharing of educational resources and materials.	ARR	<a href="http://www.glp.net/projects">http://www.glp.net/projects</a>
23	Harvard University Library - Open Collections Program	OCP's highly specialized "open collections" are developed through careful collaborations among Harvard's distinguished faculty, librarians, and curators.	Custom	na; <a href="http://ocp.hul.harvard.edu/immigration/linktoei.html">http://ocp.hul.harvard.edu/immigration/linktoei.html</a>
24	Hokkaido University Open CourseWare	Welcome to Hokkaido University OpenCourseWare.	Custom	<a href="http://ocw.hokudai.ac.jp/index.php?lang=ja&amp;page=legal">http://ocw.hokudai.ac.jp/index.php?lang=ja&amp;page=legal</a>
25	IBerry: The Academic Porthole	Open Courseware (OCW) is now widely available and free of charge to any user with web access anywhere in the world but learners should not expect a complete program of studies offering expert tuition, interaction with fellow students and the award of a qualification.	ARR	<a href="http://iberry.com/">http://iberry.com/</a>
26	Indiana University Purdue University Indianapolis (IUPUI) - IDeA	IDeA is an open access archive for IUPUI and its related research communities.	Custom	<a href="http://www.indiana.edu/copyright.html">http://www.indiana.edu/copyright.html</a>
27	Institut National de Recherche en Informatique et Automatique (INRIA) – SciLab	The open source platform for numerical computation.	Custom	<a href="http://www.scilab.org/legal/">http://www.scilab.org/legal/</a>
28	Institute for the Study of Knowledge Management in Education (ISKME)	The Institute for the Study of Knowledge Management in Education (ISKME) is an independent, nonprofit research institute that helps schools, colleges, universities, and the organizations that support them expand their capacity to collect and share information...	ARR	<a href="http://www.iskme.org/">http://www.iskme.org/</a>
29	Intelligent Television – Open Education Video Studio	Intelligent Television has begun to establish a new Open Education Video Studio to cost-effectively produce more video resources for the open education and open content movement.	ARR	<a href="http://www.intelligenttelevision.com/index.php/legal">http://www.intelligenttelevision.com/index.php/legal</a>
30	Internet Archive	The Internet Archive is building a digital library of Internet sites and other cultural artifacts in digital form. Like a paper library, we provide free access to researchers, historians, scholars, and the general public.	Custom, Various	<a href="http://www.archive.org/about/terms.php">http://www.archive.org/about/terms.php</a>
31	Internet Archive - Open Educational Resources	Welcome to the Archive's library of Open Educational Resources and university lectures. This library contains hundreds of free courses, video lectures, and supplemental materials from universities in the United States and China. Many of these lectures are available for download.	Custom, Various	<a href="http://www.archive.org/about/terms.php">http://www.archive.org/about/terms.php</a>

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	"Terms of Use" Link
32	Jorum	Jorum is a free online repository service for teaching and support staff in UK Further and Higher Education Institutions, helping to build a community for the sharing, reuse and repurposing of learning and teaching materials.	Custom	<a href="http://www.jorum.ac.uk/copyright.html">http://www.jorum.ac.uk/copyright.html</a>
33	Kyoto University – Kyoto-U OpenCourseWare	The aim of Kyoto University's OpenCourseWare is to contribute to the accumulation of international intellectual resources from the perspective of a "creative global and local knowledge cluster" for all mankind.	Custom	<a href="http://ocw.kyoto-u.ac.jp/en/guideline.htm">http://ocw.kyoto-u.ac.jp/en/guideline.htm</a>
34	Kyushu University Open Course Ware	Kyushu University Opencourseware (Kyudai-OCW, or QOCW for short) is a project intended to make many educational resources in Kyushu University open. QOCW does not provide any education, but you can use or distribute educational materials here freely, except for commercial purpose.	Custom	<a href="http://ocw.kyushu-u.ac.jp/english/index.html">http://ocw.kyushu-u.ac.jp/english/index.html</a>
35	Latin American Community of Learning Objects (LACLO)	Su principal misión es ayudar a la articulación de los diferentes esfuerzos en la Región para diseminar los avances y beneficios de esta tecnología, a fin de que Latinoamérica pueda hacer frente al gran reto educativo de este siglo: poder ofrecer recursos educativos personalizados y de calidad a cualquier persona, en cualquier momento y en cualquier lugar.	ARR	na
36	LearnHub	LearnHub is free to use. However, teachers may charge a fee for certain courses and for tutoring.	Custom	<a href="http://learnhub.com/service_agreement">http://learnhub.com/service_agreement</a>
37	Math/Science Nucleus	Access to the K-12 Integrating Science, Math, and Technology Reference Curriculum is FREE.	Custom	<a href="http://www.ms-nucleus.org/curriculum/curriculum.html">http://www.ms-nucleus.org/curriculum/curriculum.html</a>
38	Michigan State University - LearningOnline Network with CAPA (Computer-Assisted Personalized Approach)	The Free Open-Source Distributed Learning Content Management and Assessment System.	Custom	<a href="http://lectureonline.cl.msu.edu/license.html">http://lectureonline.cl.msu.edu/license.html</a>
39	Michigan State University Global – International Finance	Access to these modules is FREE. You need to be a registered globalEDGE user. If you are already a registered user, please login above. If not, register for free.	ARR	<a href="http://globaledge.msu.edu/disclaimer.asp">http://globaledge.msu.edu/disclaimer.asp</a>
40	Monterey Institute for Technology and Education (MITE)	MITE manages a range of projects from establishing systems for the development and distribution of open educational content to efficacy studies and other educational research.	Custom	<a href="http://www.montereyinstitute.org/terms.html">http://www.montereyinstitute.org/terms.html</a>
41	Monterey Institute for Technology and Education (MITE) - HippoCampus	HippoCampus is a project of the Monterey Institute for Technology and Education (MITE). The goal of HippoCampus is to provide high-quality, multimedia content on general education subjects to high school and college students free of charge.	Custom	<a href="http://hippocampus.org/jsp/terms-hippo.jsp">http://hippocampus.org/jsp/terms-hippo.jsp</a>

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	"Terms of Use" Link
42	Nagoya University Open Course Ware	The Nagoya University OpenCourseWare brings free courseware to the Internet. The President of Nagoya University, Shin-ichi Hirano, has launched a program to convert teaching materials used in selected courses into digital format and make them available to the public at no charge over the Internet.	Custom	<a href="http://ocw.nagoya-u.jp/index.php?lang=en&amp;mode=g&amp;page_type=legal">http://ocw.nagoya-u.jp/index.php?lang=en&amp;mode=g&amp;page_type=legal</a>
43	National Research Council Canada - NRC Research Press Scientific Publishing	NRC Research Press journals are compliant with open access policies of top international granting bodies, including the US National Institutes of Health, the Wellcome Trust, the UK Medical Research Council, the Institut national de la santé et de la recherche médicale in France, and others.	Custom	<a href="http://www.nrc-cnrc.gc.ca/notices_e.html">http://www.nrc-cnrc.gc.ca/notices_e.html</a>
44	Next Vista for Learning	An online library of free videos for learners everywhere-find resources to help you learn just about anything, meet people who make a difference in their communities, and even discover new parts of the world.	ARR	na
45	Open Knowledge Initiative	Name is "Open Knowledge Initiative".	ARR	na
46	Open Of Course	Open-Of-Course is a multilingual community portal for free online courses and tutorials. By "free" we not only mean free as in "free beer" but also published as open content. The focus is on educational information where people can benefit of in daily life.	Various	<a href="http://open-of-course.org/courses/">http://open-of-course.org/courses/</a>
47	OpenCourse.org	Opencourse.org is a free collaboration platform for educators.	ARR	na
48	OpenCourseWare Consortium (OCW)	An OpenCourseWare is a free and open digital publication of high quality educational materials, organized as courses.	Custom	<a href="http://www.ocwconsortium.org/help/148.html#faq11">http://www.ocwconsortium.org/help/148.html#faq11</a>
49	Organisation for Economic Co-operation and Development (OECD)	You can also decide if you wish to receive free e-mail alerts (OECDdirect) informing you of free newsletters, new statistics and publications pertaining to your selected themes.	Custom	<a href="http://www.oecd.org/document/0,3343,en_2649_201185_1899066_1_1_1_1,00.html">http://www.oecd.org/document/0,3343,en_2649_201185_1899066_1_1_1_1,00.html</a>
50	Organization for Economic Co-operation and Development (OECD) - Centre for Educational Research and Innovation (CERI) - Open Educational Resources	...more and more institutions and individuals are sharing their digital learning resources over the Internet openly and for free, as Open Educational Resources. The OECD's OER project asks why this is happening, who is involved and what the most important implications are of this development.	Custom	<a href="http://www.oecd.org/document/0,3343,en_2649_201185_1899066_1_1_1_1,00.html">http://www.oecd.org/document/0,3343,en_2649_201185_1899066_1_1_1_1,00.html</a>
51	OSAKA University – OpenCourseWare	The materials are published so that they may be accessed by those who are interested in higher education at Osaka University. They may as well be used for selfstudying materials or for understanding courses taught at Osaka University.	Custom	legal notices section coming soon; for now: <a href="http://ocw.osaka-u.ac.jp/faq.php">http://ocw.osaka-u.ac.jp/faq.php</a>

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	"Terms of Use" Link
52	Paris Institute of Technology- Graduate School – Open Courseware	Provide the visitor, from within their proper usage framework (Course Units) the set of pedagogical resources used among the 11 schools of ParisTech. (Also, open courseware engagement in french)	ARR	na
53	Plone Foundation – Plone CMS - Content Management System Open Source – Alqua	Somos una comunidad dedicada a producir, distribuir y mejorar conocimiento libre a través de documentos. En esta página podrás encontrar material libre y proyectos para su máxima difusión.	ARR	<a href="http://alqua.org/front-page?set_language=en&amp;cl=en">http://alqua.org/front-page?set_language=en&amp;cl=en</a>
54	Project Gutenberg	Project Gutenberg is the first and largest single collection of free electronic books, or eBooks.	Public domain	<a href="http://www.gutenberg.org/wiki/Gutenberg:The_Project_Gutenberg_License">http://www.gutenberg.org/wiki/Gutenberg:The_Project_Gutenberg_License</a>
55	Python Software Foundation – Software Carpentry	All of the material is open source: it may be used freely by anyone for educational or commercial purposes, and research groups in academia and industry are actively encouraged to adapt it to their needs.	Custom	<a href="http://swc.scipy.org/license.html">http://swc.scipy.org/license.html</a>
56	ReadWriteThink	NCTE and IRA are working together to provide educators and students with access to the highest quality practices and resources in reading and language arts instruction through free, Internet-based content.	Custom	<a href="http://www.readwritethink.org/legal.html">http://www.readwritethink.org/legal.html</a>
57	RELPE - Red Latinoamericana Portales Educativos	Sus principios orientadores son: 1. cada país desarrolla su propio portal de acuerdo a su proyecto educativo e intereses nacionales aprovechando la experiencia de los otros socios, y con total independencia para la selección de la plataforma tecnológica del mismo. 2. los contenidos desarrollados por los portales miembros son de libre circulación en la Red.	ARR	na
58	Rice University - Learning Science and Technology Repository (LESTER)	LESTER aims to build a community focused on new research in learning science and technology... it enables visitors to participate..., contribute information about projects, and upload documents... LESTER provides a central, managed, and open space where information can be accessed and shared.	Custom	<a href="http://lester.rice.edu/DesktopDefault.aspx?tabindex=4&amp;tabid=22">http://lester.rice.edu/DesktopDefault.aspx?tabindex=4&amp;tabid=22</a>
59	Simbrain	SIMBRAIN is a free tool for building, running, and analyzing neural-networks (computer simulations of brain circuitry).	ARR	na
60	Stanford University Libraries – DigiArab	...the opportunity to provide much, if not all, digitized Arabic content to the Open Content project overseen by the Hewlett Foundation.	ARR	na
61	Texas Network for Teaching Excellence in Career and Technical Education	The Network is an innovative, new way to connect to free, online professional development resources for career and technical education faculty, counselors and administrators. Search easily through hundreds of topics and teaching modules. It's all in one free, easy to use site created by a partnership of community college professionals from across the state.	ARR	na

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	"Terms of Use" Link
62	Tokyo Institute of Technology – Tokyo Tech Open CourseWare	Tokyo Institute of Technology OpenCourseWare (TOKYO TECH OCW) is a platform for providing free access to course materials for users around the world.	Custom	<a href="http://www.ocw.titech.ac.jp/index.php?module=General&amp;action=StaticPage&amp;page=guide&amp;lang=EN">http://www.ocw.titech.ac.jp/index.php?module=General&amp;action=StaticPage&amp;page=guide&amp;lang=EN</a>
63	Twidox	twidox is a free, user generated online library of 'quality' documents that allows individuals and organizations to easily publish, distribute, share, and discover them. Documents on twidox are accessible to everyone online and will allow people to share their knowledge and help others with their work, learning, teaching and research.	Various	<a href="http://www.twidox.com/content/agb.php">http://www.twidox.com/content/agb.php</a>
64	United Nations Educational Scientific and Cultural Organization (UNESCO) – Open Training Platform	UNESCO facilitates a collaborative access to existing free training courses and promotes open licensed resources to specialized groups and local communities for development.	Custom	<a href="http://opentraining.unesco-ci.org/cgi-bin/page.cgi?d=1&amp;p=tor">http://opentraining.unesco-ci.org/cgi-bin/page.cgi?d=1&amp;p=tor</a>
65	United States Geological Survey (USGS) – Biological Soil Crusts	This <b>free</b> application can be used as an internet browser plug-in or as a stand-alone program.	Public domain	<a href="http://www.usgs.gov/laws/info_policies.html">http://www.usgs.gov/laws/info_policies.html</a>
66	United States National Institute of Environmental Health Sciences - Environmental Health Perspectives	EHP is published by the National Institute of Environmental Health Sciences and its content is free online.	Public domain	<a href="http://www.ehponline.org/docs/admin/copyright.html">http://www.ehponline.org/docs/admin/copyright.html</a>
67	Universidad Nacional de Colombia – Direccion Nacional de Servicios Academicos Virtuales	Los cursos que atualmente ofrecemos son gratuitos y de contenido abierto para todo el público, se acceden a través de un Navegador Web para ser consultados libremente en cualquier momento y lugar.	ARR	<a href="http://www.virtual.unal.edu.co/unvPortal/pages/PagesViewer.do?idPage=5&amp;reqCode=viewDetails">http://www.virtual.unal.edu.co/unvPortal/pages/PagesViewer.do?idPage=5&amp;reqCode=viewDetails</a>
68	University of California Los Angeles - Statistics Online Computational Resource	The goals of the Statistics Online Computational Resource (SOCR) are to design, validate and freely disseminate knowledge.	ARR	na
69	University of Massachusetts Amherst - molvis.sdsc.edu	Molecular Visualization Resources all free and open source...	ARR	na



AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS

#	Site	Open Statement Text	License Source	"Terms of Use" Link
70	University of Mauritius - Virtual Centre for Innovative Learning Technologies (VCILT)	3rd International Conference on Open and Online Learning.	ARR	na
71	Utah Valley State College - UV Open	Name is "UV Open – Online Courses & Open Educational Resources".	ARR	na
72	Verizon Foundation - Thinkfinity	FREE educational resources for everyone.	Custom	<a href="http://www.marcopolo-education.org/legal.aspx">http://www.marcopolo-education.org/legal.aspx</a>
73	VPYTHON	VPython is free and open-source.	Custom	does not pertain to whole: <a href="http://www.vpython.org/webdoc/visual/license.txt">http://www.vpython.org/webdoc/visual/license.txt</a>
74	Waseda University – Waseda Open CourseWare	In close cooperation with Massachusetts Institute of Technology (MIT), we have now developed Waseda University's OpenCourseWare in order to assist in building a basis for the worldwide educational network by OCW.	Custom	<a href="http://www.waseda.jp/ocw/terms_e.html#">http://www.waseda.jp/ocw/terms_e.html#</a>
75	WGBH Educational Foundation – Teachers Domain	Teachers' Domain is an online library of more than 1,000 free media resources from the best in public television.	Custom	<a href="http://www.teachersdomain.org/terms_of_use.html">http://www.teachersdomain.org/terms_of_use.html</a>

AN EXAMINATION OF THE LICENSING POLICIES OF OPEN EDUCATIONAL  
ORGANIZATIONS AND PROJECTS



This document has been produced with  
the generous support from

Cover and Back Image  by laogooli  
<http://flickr.com/photos/96556635@N00/458726766/>

THE WILLIAM AND FLORA  
HEWLETT  
FOUNDATION